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ABSTRACT

This curriculum guide for a unit on clothing management teaches skills to help students become more self-sufficient in their personal and professional lives. The module is designed to help them develop a basic working knowledge of clothing purchasing and care. The guide contains three units: planning a wardrobe, selecting clothing, and maintaining clothing. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, handouts, information sheets, supplements, transparency masters, job sheets, written tests and answers to assignment sheets and written tests. The units of instruction are designed for use in more than one class period of instruction. An instructional supplement includes information on basic skills activities in the units. (KC)

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LIFE SKILLS

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Successful Clothing Management

Teacher Edition

CE 068 556

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Successful Clothing Management

Developed by the
Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and Technical Education

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Successful Clothing Management

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FOREWORD

The Life Skills series was previously published as Successful Living Skills. The series has been substantially revised and modernized. Life Skills was written to help people become more self-sufficient in their personal and professional lives. The series contains ten modules, covering a range of subjects from *Successful Clothing Management* to *Basic Automotive Responsibilities*. Each module takes students through the important areas within the subject matter to develop a basic working knowledge.

Roy Peters, Jr.
State Director
Oklahoma Department of Vocational and Technical Education

ACKNOWLEDGEMENTS

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Special thanks to Sue Hoevelman, Ed.D. and Judith Armstrong for their insight, writing and editing. Thanks also to Dia Burroughs for her editing efforts.

Thank you to the staff of the Oklahoma Department of Vocational and Technical Education's Curriculum and Instructional Materials Center: Word Processors Charlotte Tarkington, Brenna Tillman, Rose Primeaux, and Margie Kirkendall deserve a note of thanks for their work. Thanks to Terri Tomson, contracts secretary; Bob Davis and his staff in the Art Department; Darrell Stiles and the Warehouse staff, and Danny Darrow and the Print Shop staff.

The substantial revisions in this series could not have been made without the support and encouragement of John Friedemann, CIMC Coordinator, and Dr. Lynna Ausburn, CIMC development coordinator.

Connie S. Romans
Technical Communication Specialist
Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and Technical Education

OTHER MODULES IN THE SUCCESSFUL LIVING SKILLS SERIES

Managing Personal Matters

Effective Employment Practices

Successful Study Habits

Effective Communication

Basic Automotive Responsibilities

Responsible Citizenship Practices

Development of Financial Skills

Effective Social Skills

Successful Human Relations

USE OF THIS PUBLICATION

INSTRUCTIONAL UNIT

Successful Clothing Management contains three units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, Suggested Activities for the instructor, Handouts, Information Sheets, Supplements, Transparency Masters, Job Sheets, Written Tests, and answers to Assignment Sheets and Written Tests, all of which are included in the instructor's edition. The student workbook includes the Objective Sheets, Information Sheets, Supplements, Transparency Masters, Assignment Sheets, and Job Sheets. Written Tests may be duplicated for classroom use or *additional copies* may be purchased by calling 1-800-654-4502 or, in Oklahoma, 1-800-522-5810, ext. 589.

All of the unit components tie into measurable and observable learning outcomes. Instructors are encouraged to supplement these components with other resources in order to make them as responsive to local conditions and individual needs as possible.

Most units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following:

- Amount of material that can be covered in each class period.
- Skills that must be demonstrated.
  - Supplies and equipment needed
  - Amount of class time needed for demonstrations
  - Amount of time needed for student practice
- Supplementary materials, including print and non-print media, that must be ordered.
- Resource people who must be contacted.

Objective Sheet

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms. The unit objectives states the overall goal of the unit. It tells what the student should be able to do and what standard will be used to see whether the student can do it. Specific objectives outline the teaching sequence of the competencies required to meet the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective could be best taught.

Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and the community. When objectives are added, the instructor should remember to supply the needed Information, Assignment, and/or Job Sheets, and criterion-referenced test items.

Suggested Activities – Instructor's Edition only

The Suggested Activities section assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery, application, and evaluation during the instructional process. The instructor should read the Suggested Activities prior to introducing the unit to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

References used in the development of each unit are listed in the "Suggested Resources" section, along with print and non-print media that may be used to teach the unit. These materials can be used by the instructor to supplement his or her knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Handouts – Instructor's Edition only

Handouts are supplemental material that is not testable or graded and is nice-to-know. Handouts provide the instructor with additional activities, fact sheets, art, controversial items, and extra practice sheets. They may also include items for the gifted or remedial student. Handouts are used at the discretion of the instructor.

Information Sheets

The Information Sheets provide "must know" content essential for meeting the cognitive objectives stated at the beginning of each unit. It serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective.

Students should read each Information Sheet before it is discussed in class. Space is provided in the margins for students and instructors to add notes that clarify and/or expand on the information provided.

The Information Sheets may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. ☞ **NOTES:** are short verbal additions to the Information Sheet that provide nice-to-know and decision-making information. A note may tell the student what to watch for or to consider at a given step. It may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and do it more efficiently. **Cautions** are advisories that tell the student how to avoid causing minor personal injury or equipment damage. **Warnings** are advisories to the student used to avoid serious personal injury or death to the student, persons in the workplace, or users of the project or the procedure.

Supplements

Supplements include instructions that could be used for solving problems or reinforcing the enrichment of learning. The information presented in a Supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment or Job Sheets. While Supplements are not tested over directly, they may be used to assist in meeting the performance objectives.

Transparency Masters - Instructor's Edition only

Transparency Masters provide information in a special way. The students may see as well as hear the materials being presented, thus reinforcing the learning process. Transparencies may present new information, or they may reinforce information presented in the Information or Assignment Sheets.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the students' attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Assignment Sheets

Assignment Sheets provide students with information and exercises that address learning levels at or above the application level of Bloom's taxonomy. Assignment Sheets provide written exercises for instruction and practice of a specific objective. The introduction to the Assignment Sheet explains how the Assignment Sheet relates to the subject area and unit component for such information.

Job Sheets

Job Sheets are another important segment of a unit of instruction. The Job Sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

The instructor should demonstrate the procedure outlined in each Job Sheet. Furthermore, the instructor needs to localize the procedure according to the equipment and supplies available in the local lab or salon situation. Job Sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Written Tests – Instructor's Edition only

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. If objectives have been added, deleted, or modified, appropriate changes should be made on the test.

In order to measure and document student competency gains as required by the latest Carl Perkins regulations and as outlined in the Oklahoma-developed system of standards and measures, it is *absolutely essential* that the same test be used as a pretest and as a posttest. If you choose to use tests other than the ones included herein, be sure that the same instrument is used for each activity–pretest and posttest.

A detailed explanation of the Oklahoma plan for standards and measures and the Carl Perkins requirements is included in the CIMC publication, *Measuring Learning & Competency Gain: The Pretest/Posttest Approach.* This booklet and accompanying software designed to assist in calculating and recording student gains are available to all vocational teachers through the school's vocational testing liaison.

Answers – Instructor's Edition only

This component is designed to assist the instructor in evaluating student performance on Assignment Sheets and Written Tests.

PAGE NUMBERING

Each unit will be recognized by the unit number in Arabic numerals. Each unit in the publication begins with page 1. Each page number gives the component name, book title, unit number, and page number within the unit. Since CIMC publications are loose-leaf, this system of page numbering was recently adopted so that pages from different manuals would not get mixed up. The page number for the Objective Sheet in **Unit Title**, which is Unit 6, would look like this:

> OBJECTIVE SHEET - Successful Clothing Management
> **CIMC** - 6 - 1

METHODS OF DISSEMINATING MATERIAL

For best results, provide student materials for each student. Student workbooks contain Objective Sheets, Information Sheets, Supplements, Transparency Masters, Assignment Sheets, and Job Sheets. Tests are packaged separately for students, and can be stored until needed. Students should be allowed to take their materials home at the end of the course.

TEACHING METHODS

Keeping students motivated is a challenge. Supplement the objectives by providing the "why," personal experiences, and current information. If you are going to teach the material in a group setting, prepare for the unit by deciding the best way to teach each objective and allow for student input.

If you are going to follow the plan for individualized instruction, provide opportunities that will allow each student to become involved in planning for and being responsible for his or her own education.

BASIC SKILLS IN CURRICULUM

The CIMC has always been mindful of the importance of reinforcement (and sometimes remediation) of students' academic skills as they progress through vocational training, and has always included activities in its materials to enhance and promote use of these skills.

Recent state and federal legislation mandates vigorous basic skills development in vocational education in the wake of demands by industry that workers *must* be academically, as well as technically, competent, given the nature of the highly complex workplace. In response, the CIMC has taken the following steps to document that, indeed, the instructional materials *do* combine academic skills training with the vocational training. In addition, concerted efforts have been made to "beef up" or enhance the basic skills instruction already present. Following is a brief description of those processes.

Basic Skills Icons and Enablers

To assist teachers and students in identifying activities that promote basic skills development, the CIMC has implemented a marking system that uses simple graphic symbols, or icons, and a list of specific tasks, or enablers, to identify the basic skill or skills called for in each Job or Assignment Sheet.

Each of the nine broad skills areas—reading, writing, mathematics, science, oral communication, interpersonal or relating, creative thinking and problem solving, employability, and social studies—is represented by an icon presented below.

Reading

Science

Creative Thinking/ Problem Solving

Writing

Oral Communication

Employability

Math

Interpersonal or Relating

Social Studies

When an activity involving one of these basic skills is identified, the corresponding icon is placed in the left-hand margin of the Job or Assignment Sheet. The basic skills training is further defined by retrieving the specific, or enabling, skill that is required by consulting a list of over two hundred and fifty enablers that has been compiled and grouped with each general basic skill. This enabling skill is placed directly below the icon.

As an example, an exercise that requires a student to conduct library research would make necessary the use of specific reading comprehension and research and reference skills. The basic skills that the exercise promotes would be depicted in the left-hand margin as follows:

ASSIGNMENT SHEET	*PLANNING LIVING SPACE FOR HUMAN NEEDS*	1

Name _____ Score _____

OBJECTIVE 10

Define personal territory.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions
- Use content area vocabulary

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

- As discussed in objective 1, each person has an invisible "space bubble" or comfort zone. A comfort zone is the space between oneself and others that brings a feeling of well-being. When one's comfort zone is crowded or invaded, discomfort often results. Therefore, personal territory needs should be a prime consideration when planning living space.
- For each of the following situations, draw your estimated comfort zone around the figures provided.
- Indicate how many inches from your body the comfort zone extends.
- Consider how that comfort zone changes in different situations. Answer the questions that follow.

MEASURING STUDENT PERFORMANCE GAINS

When you examine this book, you will notice that separate written pretests are no longer included in the units of instruction. Each CIMC unit now contains only a single Written Test. This test should be used as **both** pretest and posttest by giving it once before students start a unit and again when they have completed the unit.

The reason for using a single instrument as both pretest and posttest is so that direct comparison of each student's competencies before and after instruction can be made accurately. This comparison enables precise calculation, documentation, and evaluation of student **performance gains**.

Accurate performance gains analysis is an important requirement of the new Carl Perkins legislation for vocational education. Teachers can make an important contribution to the performance accountability mandated by the new federal legislation by carrying out accurate performance gains analysis for their students and making this data available to students, parents, and administrators.

This analysis is easy to do and requires only simple calculations and record keeping. Detailed information regarding performance gains analysis is contained in the CIMC publication, *Measuring Learning & Competency Gains: The Pretest/Posttest Approach.* In addition, the CIMC has developed a computer program, CARL, which will perform all necessary calculations and will print out a record form of all information required for gain score analysis. Copies of CARL and the publication are available through your local testing liaison (in Oklahoma) or from the CIMC at 1-800-654-4502.

REQUIRED CRITERIA FOR A COMPETENCY-BASED EDUCATION PROGRAM

Criterion	Discussion	CIMC component meeting criterion
1. Instruction is based on clearly-stated learning objectives that are: a) observable and measurable, and b) communicated in writing to students before instruction begins.	Learning objectives drive CBE. Objectives are the "competencies" that learners must achieve. Each objective must clearly state what *learners* must *do* to demonstrate acquired skill or knowledge. Verbs in learning objectives are active and precise, stating the exact performance expected of learners. The objectives should also specify the standard or level of performance required. Objectives can be at any level of Bloom's Taxonomy and can include the cognitive, psychomotor, and affective domains. Higher-order cognitive skills should be included.	Objective Sheet
2. Instruction is aligned with the stated learning objectives	In CBE, the objectives specify what is taught. "Content" should relate to one or more objectives. The curriculum should cover all objectives with relevant information.	Information Sheet
3. There is a student evaluation system that is: a) criterion-referenced, and b) aligned to the learning objectives and the curriculum.	In CBE, the aim is to bring the performance of *all* learners up to a pre-defined standards and competencies. Learners work on each competency until they achieve "mastery"; the evaluation system should test and record this mastery. Learners can restudy and retest as often as needed. Specific remediation activities should also be available to learners when needed. The evaluation system focuses on what each student has achieved, not on what the instructor has "taught." The "constant" in CBE is student performance; the "variables" are time and resources. (This differs from traditional systems where learners get one chance at mastery; some succeed and some fail. In such systems, time and resources are constant and student achievement is variable.) If an evaluation is criterion-referenced, successful learner performance is defined by (or *referenced* to) mastery of pre-set objectives and standards (or *criteria*): there must be a careful match (or *alignment*) between what the student should master (objectives), what is taught (curriculum), and what is tested. Objectives, curriculum, and evaluation system must all match.	Written Test and Job Sheet/Skill Test

Criterion	Discussion	CIMC component meeting criterion
4. There is an observable management system of cognitive skill practice that provides for, promotes, and documents mastery learning.	For both cognitive and psychomotor skills, a CBE program must have a system of maintaining records of which skills and activities each learner has completed, which ones are in progress, and which ones have not yet been completed. Completion means "mastery"; no skill is completed until the learner has achieved the mastery level. The record system should promote feedback on student skill attainment to *both* instructor and learners, provide for remediation as needed, and encourage reevaluation of learner performance until mastery is achieved. Appropriate remediation strategies often should consider learning styles and other individual differences among learners. Learners should work on skills and activities until they achieve mastery. They should not be "passed on" without mastery. While learners may move ahead and work on other skills (i.e those for which all prerequisite skills have been mastered or those without prerequisites), work should also continue on the skills still requiring mastery. Students should not attempt higher-order skills until all prerequisite skills are mastered.	Assignment Sheet
5. There is an observable management system of psychomotor skill practice that provides for, promotes, and documents mastery learning.		Job Sheet/Skill Test
6. Skill mastery records are maintained for each learner, and learners have access to and make use of these records to monitor their skill acquisition.	Records should clearly indicate the skills each learner has mastered. One such record should profile or list the competencies that have been mastered and those to be mastered. Other performance indicators can be added and kept in a portfolio for each learner. Learners should have ready access to their portfolios to monitor their own progress in skill mastery and competency attainment.	Competency Profile

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with accurate and effective materials. Although the CIMC strives to maintain the highest standards of development and production, oversights sometimes do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. To do this, please identify the page(s) affected and write any comments to clarify the error or suggestion. Use the spaces below. Then, simply fold (bottom of page *upward*, top *downward*), secure, and mail.

This information will be used to correct the publication before the materials are reprinted. To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error.

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22

Successful Clothing Management

Instructional Supplement

Reading

Science

Creative Thinking/
Problem Solving

Writing

Oral
Communication

Employability

Math

Interpersonal
or Relating

Social Studies

Reading Comprehension

- If students have difficulty gaining factual information:
  - Remind students that they probably read for many reasons. One of these reasons is to learn new information. The reason you have for reading helps determine the way you read.
  - Have students discuss the different techniques they use when reading. Lead the discussion so that students realize that, when they read for fun, they may read quickly; they may skim some parts and read others more carefully. Reading for facts requires more care.
  - Suggest that one technique found to be successful includes the following steps:
    - Identify in advance what it is you want to learn. Be certain that before starting to read, you have a clear understanding of what you want to accomplish. It sometimes helps to list the questions to be answered.
    - If the material to be read includes a table of contents, study it to get an understanding of how the material is organized.
    - Scan through the material noting headings, highlighted information, illustrations, etc.
    - Read the material carefully. Take notes or highlight as you read, listing or marking the information you want to learn. Note key words and ideas.
    - Study your notes/highlighted material. Ask yourself if you found all you wanted to learn. If not, read the material again or locate another source for the information.
  - Tell students that they should find a personal technique for reading to learn factual information.
- If students have difficulty drawing conclusions:
  - Remind students that when they analyze a situation, perform a job task, or even discuss a television show or movie, they will often be asked to demonstrate understanding by telling what happened and explaining why it happened.
  - Provide opportunities for students to practice drawing conclusions by describing events, such as a group of people crowded around a table that has a decorated cake with lighted candles on it, and asking them to decide what is happening. Have them explain why they reached that conclusion.

- Provide opportunities for students to practice drawing conclusions. Present students with descriptions of events, or with photographs or drawings, and ask them to describe what is happening. Ask the student(s) to support each response.

- Remind students that before they can draw conclusions, they must carefully observe what is happening and think about why it is happening. In more complex situations, it is often a good idea to take notes about possible conclusions as you work.

- If students have difficulty reacting to written material:

  - Explain to students that, in order to be able to react effectively to written material, the reader should first have an idea of what he or she is looking for in the material.

  - Discuss ways in which written material can prompt a reaction by the reader. (For example, a written warranty or guarantee can stimulate a consumer's letter of redress.) Ask students for other examples.

Research and Reference

- If students have difficulty selecting useful resources:

  - Review the different types of resources available to students. Have volunteers tell what kind of information can be found in each resource type. Have them discuss the types of projects on which each resource can assist.

  - Help students learn how to locate each resource in libraries, resource centers, or media centers.

- If students have difficulty locating resources:

  - Review the different types of resources available to students. Have volunteers tell what kind of information can be found in each resource type. Have them discuss the types of projects on which each resource can assist.

  - Have students volunteer to tell how they would locate the resources discussed. (Be sure they know how to locate each resource in libraries, resource centers, or media centers.) Discuss the use of the library's card catalog or its computerized location system.

- If students have difficulty using magazines and newspapers:

  - Explain to students that there are many more types of magazines than those they commonly see in retail store checkout stands. Have them visit a bookstore and see the many types of hobby and special interest magazines available.

- Tell students that whatever career they choose they will likely have access to magazines and other publications that will keep them abreast of news and new developments in their career field.

- Explain to students that the local newspaper is their link to their community. Not only does it provide news and feature stories but it also provides advertisements that will help them make good consumer decisions.

Functional Reading

- If students have difficulty interpreting forms and records:

  - Remind students that interpreting forms and records is a skill they will be practicing throughout life. We must read and interpret forms or records almost daily. Have students volunteer to identify the types of forms or records they will encounter or have already encountered.

  - Compare the interpretation of forms and records to reading a page. Each part of the form or record has a specific purpose. Suggest that, when they have a form or record to interpret, students should carefully study the headings and the sections within the form or record, as well as the key or any other information that will help in understanding the meaning of the form or record.

- If students have difficulty following written instructions:

  - Discuss the possible consequences of not following instructions precisely.

  - Review the *importance* of following written instructions. Give appropriate scenarios when written instructions are not followed or are not followed completely and correctly.

  - Discuss the *relationship* between the order of written instructions and the appropriate outcome. Emphasize the need to follow written instructions in their proper order. Use examples where the order of instructions in a sequence is critical to the outcome of the task.

  - Explain to students that one of the keys to following written directions successfully is to read the directions completely before actually beginning to follow them. Doing this ensures that you will not be surprised as you work through the steps. It also gives you an opportunity to ask questions about steps you do not understand.

  - Tell students that, after they have read the directions and understand what to do, they should go back to Step 1 and follow the directions step-by-step (without skipping any steps). Remind students that it is important to follow steps in order, even if they think they already know what to do.

- If students have difficulty interpreting graphics and symbols:
  - Remind students that interpreting a graphic is very similar to reading a page. Each part of the graphic or symbol has a meaning within the art.
  - Suggest that, when they have a graphic, chart, diagram, or table to interpret, they should carefully study the art and compare it to any similar pieces encountered. They should also study the key or any other information that will help in understanding the graphic.
  - Review the symbols being used. Discuss the purposes for each symbol. Discuss the importance of memorizing the symbols.
  - Discuss sample graphics and the purposes for each. Create or locate other examples of graphics and ask students to interpret them.
  - Explain the importance of correctly interpreting graphics and symbols. Describe possible consequences of incorrect interpretations.

Language

- If students have difficulty using standard grammar, spelling, and capitalization:
  - Discuss the importance of using standard grammar and correct spelling, punctuation, and capitalization. Include the fact that it is more difficult to read and understand incorrectly-written materials, and that readers will take correctly-written materials more seriously.
  - List common errors in grammar, spelling, punctuation, and capitalization in materials written by your students. Review this list with the class or with individuals.
  - Help students to develop a checklist to use as they write, edit, and proofread. Each student can personalize his or her own checklist by adding the items that present the most problems to him or her. If spelling is a problem, suggest that the student keep a personal dictionary of frequently used or misspelled words.
  - Have students work with partners or in groups and review each others' writing. Allow time for students to discuss the comments with their partners or groups.
  - Suggest that as students write or proofread their own writing, they circle or mark places where they are unsure of the correct grammar, punctuation, capitalization, or spelling. Provide materials (English grammar/mechanics books or style guides) or class time for students to review, revise, or correct their writing.

- If students have difficulty stating ideas clearly:
  - Remind students to determine in advance the ideas they want to convey and the audience they want to reach. Audience analysis is very important in presenting ideas clearly and appropriately.
  - State that audience analysis begins early, such as when students are doing their research. They must describe their intended audience and decide how to best present their ideas to that audience. Options for communicating with the audience include written reports, charts, graphs, diagrams, etc. Explain how the audience influences the way in which the information is presented (such as very simple text with pictures, for children; a great deal of background information, for people who know nothing about or very little about the subject; or, little background but more complex information, for experts).
  - Have students work with a partner or in a small group. Provide time for them to share ideas with each other and make suggestions for making ideas clearer.
  - Remind students that careful preplanning and the use of correct grammar, spelling, punctuation, and capitalization are especially important if their ideas are to be clearly understood by the intended audience.

Functional Writing

- If students have difficulty completing forms and records:
  - Remind students to first decide what information is being requested. Examine the structure of the forms used. This saves time by identifying the needed information so that time will not be spent on unwanted information.
  - Tell students to plan responses carefully before putting them in a final form. If the responses call for sentence or paragraph information, it is always a good idea to write the response in rough draft form, then edit, proofread, and rewrite the draft in a final form. Stress the importance of accurate, legible records.

Operation and Calculation

- If students have difficulty calculating with whole numbers:
  - Review basic skills in addition, subtraction, multiplication, and division.
  - Review mathematical terminology. (For example, "compare" indicates that you must subtract.)
  - Suggest the use of a calculator to check answers.

- If students have difficulty calculating with decimals:
  - Show how the decimal system is based on groups of ten.
  - Demonstrate how our money system is a decimal system.
  - Review addition, subtraction, multiplication, and division skills using decimals. Demonstrate sample calculations.
- If students have difficulty solving numerical expressions:
  - Ask students how most quantities or amounts are written. (As numbers.)
  - Ask for examples of whole numbers and write them on the chalkboard.
  - Write several problems on the chalkboard in long form, such as, "Multiply three times four." Ask students how that problem could be written more quickly. (3x4) This should lead them to discover that a numerical expression is the statement of a mathematical problem in abbreviated form.
  - Have several students go to the chalkboard. Let them make numerical expressions out of word problems given to them orally.
  - If students are acquainted with algebra, use a similar discussion with the use of numerical and literal terms to identify algebraic expressions.
- If students have difficulty solving formulae and equations:
  - Review the components of each formula or equation, including abbreviations and terminology.
  - Review any special notation, such as exponential notation.
  - Review the operation(s) involved such as addition, subtraction, multiplication, and division. Solve sample formulae or equations, then ask the student to solve other samples. Guide the student's work as needed.
  - Refer the student to the appropriate section(s) of textbooks and other resources, if needed.

Data Analysis and Display

- If students have difficulty collecting/recording data:
  - Suggest that students first decide how the data will be collected and recorded. Explain that it is always best to come prepared with pencil or pen and a preplanned sheet for recording the specific data that will be collected. This preparation allows you to devote careful attention to your work.
  - Stress the importance of accuracy in recording data. Review any appropriate symbols, abbreviations, and other tools.

Functional Math

- If students have difficulty solving practical problems:
  - Review the problem-solving procedure associated with the problems they have been assigned.
  - Walk them through a practice problem.
  - Explain the importance of solving problems correctly and the consequences for solving the problems incorrectly.
  - Explain how the students' assignments fit into "the big picture" of the assignment and/or of the objectives of the unit.

Listening

- If students have difficulty applying active listening skills:
  - Remind students that they spend much of their time listening to what other people are saying. Ask them if they have ever tried, unsuccessfully, to remember what someone said. Explain that this happens to almost everyone. Ask why they think this happens.
  - Discuss the importance of listening carefully and attentively to conversations, discussions, and interviews. Explain that students should always have a purpose for listening and should always keep that purpose in mind while listening. Suggest that they take notes or record interviews or discussions that they need or want to remember or use later.
  - Encourage students to become familiar with the subject matter before communication begins.
  - Have students practice listening to and repeating information.
  - Present some helpful guidelines for effective listening, such as being ready to listen, focusing on the speaker, and maintaining eye contact with the speaker.
- If students have difficulty drawing conclusions/making generalizations:
  - Remind students that when they analyze a situation, perform a job task, or even discuss a television show or movie, they will often be asked to demonstrate understanding by telling what happened and explaining why it happened.

- Provide opportunities for students to practice drawing conclusions by describing events, such as a group of people crowded around a table that has a decorated cake with lighted candles on it, and asking them to decide what is happening. Have them explain why they reached that conclusion.

- Provide opportunities for students to practice drawing conclusions. Present students with descriptions of events, or with photographs or drawings, and ask them to describe what is happening. Ask the student(s) to support each response.

- Remind students that before they can draw conclusions, they must carefully observe what is happening and think about why it is happening. Drawing conclusions and making generalizations require the use of active listening skills.

Interactive Communications

- If students have difficulty applying questioning techniques:

  - Remind students to plan in advance what they want to ask during an interview by deciding what they need to learn from the interview.

  - Explain that it is always good to have a written list of the questions to be asked, so that important questions are not omitted. Give examples of such questions.

- If students have difficulty conducting interviews:

  - Remind students to always either record the interview in detail or take notes, instead of relying on memory.

  - Discuss the importance of being prepared for an interview. Suggest that students always take a written list of questions to ask.

  - Remind students to thank the person being interviewed, after the interview. For additional suggestions, see the section on questioning techniques.

Cognitive Activities

- If students have difficulty collecting/recording information:

  - Suggest that they first decide how and where the information will be collected and recorded. It is also very helpful to identify how the information will be used. Explain that it is always best to come prepared with pencil or pen and a preplanned sheet for recording the specific information to be collected. This preparation allows you to devote careful attention to your work.

- Research and outline for students the steps in using any of the following "tools" for collecting/recording information: brainstorming, brainwriting, checksheets, interviewing, and surveying.

- If students have difficulty applying a problem-solving model:

  - Tell students that problem-solving models offer a roadmap for working out solutions to a problem. Tell them that the guidelines will direct them through the process of problem solving if used properly.

  - Tell students to look over the model and the steps involved carefully before beginning the process of problem solving. Remind the students that it is always best to assess the situation and the process they will be using before actually beginning the process.

- If students have difficulty analyzing/synthesizing information:

  - Define the terms "analyze" and "synthesize." Compare and contrast their meanings.

  - Remind them that to analyze they must break the information down into all its component parts in order to understand it.

  - Remind them that to synthesize information they should put all the component parts together in a way that makes the information usable.

  - Explain that it is usually necessary to learn about complex items or things by examining their make-up or parts, such as studying body structure by examining each individual system or studying auto mechanics by examining the different automobile systems.

  - Also explain that it is sometimes necessary to then study the whole item or thing by studying how the parts work together to make the whole item work. This examination helps us identify and compare the relationships the parts have with each other.

  - Help the students understand the concepts by asking what they would do if they turned on a light and nothing happened. Lead them to discuss that they would probably first check to see if the light was plugged in or if the bulb was burned out. Plugging it in or replacing the light bulb might make the light come back on.

  - Then ask the students what they would do if the light still didn't work. Lead them to the conclusion that they should check to see if all the electricity was off. If it is, they will have to think about what they know about the whole electrical system—what are its parts. Identifying the parts of the whole will help them identify the problem.

- If students have difficulty drawing conclusions:
  - Remind students that when they conduct an experiment, perform a job task, or discuss a subject, they will often be asked to draw conclusions. Give examples of such situations.
  - Explain that, before conclusions can be drawn, students must first observe carefully what is happening and why it may be happening. Suggest that, with complex experiments, a good set of notes taken while conducting the experiment can help in drawing conclusions.
  - Have students practice drawing conclusions. When possible, choose situations appropriate for the occupation or subject (such as an actual experiment, etc.). Or, use a general situation using photographs or a videotape without the volume. Ask students to state what is happening in each picture (their conclusion). Have students support their conclusions.
- If students have difficulty identifying/evaluating consequences:
  - Have students define and give examples of consequences. Explain that every action has consequences.
  - Discuss the reasons for evaluating consequences. Lead students to discover that evaluating consequences determines, to a large extent, whether or not we will take action, or in what manner we will take it.
- If students have difficulty identifying/developing alternatives:
  - Look at the original item/solution requiring an alternative. Identify for students the criteria in the original that must also be met by any alternative.
  - Discuss the variables that could be changed to create an alternative.
  - To identify/develop alternatives, discuss the characteristics of an alternative. Ask which factors in the problem or situation create the opportunity for more than one possible choice. Have students brainstorm alternatives to a sample problem or situation that you create.
- If students have difficulty evaluating an alternative:
  - To evaluate alternatives, suggest that students begin by listing the criteria which must be met by any alternative. Then, they can judge potential alternatives in terms of the criteria.
- If students have difficulty selecting an alternative:
  - To select alternatives, suggest that students begin by listing the criteria which must be met by any alternative. Then, they can judge potential alternatives in terms of the criteria.

- If students have difficulty creating a finished product:
  - Have them to go back to the beginning and reidentify what it was they wanted to accomplish. Have them ask themselves how they intended to accomplish this and why it has been difficult to accomplish. Have them decide if their original idea is "do-able" or if they should decide on a new final product that they will be able to complete.
  - Be sure that the students realize that one of the most important aspects of creating a finished product is the planning of the desired finished product.
- If students have difficulty transferring knowledge/training to new situations:
  - Remind the students that everything they do makes use of information that they already know. Tell them that this process of using known information often happens subconsciously. When you identify an animal as a dog, you use already known information—you know what dogs look and act like so you can recognize a dog.
  - Tell the students that when they encounter a situation or a question they aren't familiar with, they should examine it carefully to identify what they already know that will help them solve the problem or answer the question. For practice, use examples such as the following:
  - A baby you are caring for starts crying. You don't know why, but you do want to make her stop. How do you know what to try? Begin by thinking carefully about what you know about why babies cry. (hungry, diaper needs changing, wants attention, sick) Identifying what you already know gives you ideas to try that might make the baby stop crying.
  - Remind the students that when trying to solve a problem or answer a question, they should always identify what they know by thinking about similar situations, problems, or questions they have faced. This will help them with find the answer.
- If students have difficulty applying new technology:
  - Discuss the evolution of the new technology. Assist students in determining how the new technology relates to previous procedures/ materials with which they are familiar. This should help them make the step from the old to the new.
  - If possible, have an expert in the new technology speak to the class.
  - If applicable, divide the class into two groups. Have one group apply the old technology, and the other apply the new. Discuss the benefits of the new technology.

- If students have difficulty developing an action plan:
  - Define an "action plan." An action plan assigns specific tasks to individuals or groups and states the date on which these tasks must be completed.
  - State the purposes of action plans. Encourage students to write these points down for reference:
    - They set up logical steps for accomplishing objectives.
    - They show achievement milestones.
    - They assign ownership to individuals and empower them.
    - They provide a basis for cooperation and recognition.
    - They describe how resources will be distributed.
  - Research and outline for students the steps in using any of the following "tools" for planning actions: flowcharts, PERT charts, and Gantt charts.
- If students have difficulty evaluating results/outcomes:
  - Help students define what the expected outcome will be before they begin the project. If they have a clear idea of what to expect, they will be more able to evaluate the results.
  - Help the students establish evaluative criteria on which to base the results of their project. Remind them that they need to establish the guidelines prior to the project in order to get an accurate evaluation.

OBJECTIVE SHEET

PLANNING A WARDROBE 1

INTRODUCTION

People form their first impression of you within the first 90 seconds they are with you, and you never get a second chance to make a first impression. As a result, how you look is very important. Of the many characteristics that go into making first impressions, clothing is one that you can control. With careful thought and planning, you can create a wardrobe that will keep you ready to make positive first impressions on every occasion.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with wardrobe planning to their correct definitions.
2. List the functions of clothing.
3. Analyze how clothing affects image projection. (Assignment Sheet 1)
4. List factors that affect clothing appearance.
5. Select from a list characteristics of a well-planned wardrobe.
6. Identify guidelines for wardrobe planning.
7. Conduct a clothing inventory. (Assignment Sheet 2)
8. List resources which aid in building a wardrobe.
9. Recycle a clothing item. (Assignment Sheet 3)
10. List personal characteristics that affect the colors one should select for wardrobe items.
11. List types of accessories.
12. Identify reasons for using accessories.

13. Choose appropriate accessories. (Assignment Sheet 4)
14. Select clothing for specific situations. (Assignment Sheet 5)
15. Make a wardrobe plan. (Assignment Sheet 6)

PLANNING A WARDROBE 1

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

☑ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with wardrobe planning to their correct definitions.

- Have the students give their definitions of the terms before actually covering the definitions of terms related to wardrobe planning in Information Sheet, objective 1.
- From the students' suggestions, compile on the board a basic wardrobe list that would be appropriate for them.
- Discuss the difference between *fad* and *fashion*.
- Have the students cut pictures of clothing from fashion magazines, pattern books, and catalogs. Assist the students in classifying clothing into categories of fad and fashion and mounting the pictures on a bulletin board under the appropriate headings.

- Encourage the students to keep a clothing diary for one month which records purchases and amounts of money spent for clothing items and upkeep. Have the students report on their clothing diaries at the end of the unit.

Objective 2: List the functions of clothing.

- Use Information Sheet, objective 2 to discuss the physical, psychological, and social functions of clothing.

- Have the students use magazines to find examples of clothing worn by people to define their roles or occupations. Use these pictures to make a collage. Lead a discussion concerning reasons that these clothes are worn.

- Have the students study and compare the contents of several current magazines that carry fashion information and pictures. Discuss the following:

  - Identify specific trends for the upcoming season in garment styles, colors, jewelry, accessories, hairstyles, and cosmetics for both men and women.

  - Specify the trends that have led up to these particular styles.

- Review the clothing styles of the past ten years. What political, economic, or social factors affected them? What things might influence styles in the next ten years?

Objective 3: Analyze how clothing affects image projection. (Assignment Sheet 1)

- Have the students discuss the old saying "Clothing makes the man." What opinions have they formed on the basis of personal appearance? Were those opinions accurate?

- Emphasize that good wardrobe organization will help the students send the message they want to project.

- Have the students complete Assignment Sheet 1, and discuss their answers as a class.

Objective 4: List factors that affect clothing appearance.

- Use Information Sheet, objective 4 to discuss factors that affect clothing appearance.

- Emphasize that all factors can be changed by choices the students make. Even body build can be altered to some degree by diet and exercise.

- Have the students give examples of ways each factor can have an impact on overall appearance and image.

- Demonstrate good posture to the students. Work with each student individually in front of mirrors to practice good posture. Discuss how posture affects how garments look and how they feel.

  ☛ **NOTE:** Be sensitive to students with medical problems which prevent them from achieving posture standards.

Objective 5: Select from a list characteristics of a well-planned wardrobe.

- Use Information Sheet, objective 5 to discuss the characteristics of a well-planned wardrobe.

- To demonstrate wardrobe versatility and flexibility, provide the students with pictures of separates, such as tops, bottoms, and jackets. Divide the class into teams, and allow them a set amount of time. The team that mixes and matches the fewest number of pieces to get the most outfits wins.

Objective 6: Identify guidelines for wardrobe planning.

- Use Information Sheet, objective 6 to discuss effective ways to create a suitable wardrobe.

- Pose the following problem to the students: "You are given $75.00 to spend toward a new wardrobe item or items. What will you buy?" Discuss the effect of listed factors upon their decisions.

- Invite one or more of the following people to visit with your class about factors to consider when selecting a wardrobe: a clothing store owner, a fashion merchandising instructor, a professional dry cleaner, or a home economics instructor.

Objective 7: Conduct a clothing inventory. (Assignment Sheet 2)

- Have the students complete Assignment Sheet 2.

Objective 8: List resources which aid in building a wardrobe.

- Use Information Sheet, objective 8 to discuss resources which are useful in wardrobe planning.

- Take the students on a field trip to a used clothing store. If a field trip is not possible, ask the owner to come to the class to give a style show using items from his or her store. Point out the amount of money that can be saved by shopping at such places as used clothing stores and garage sales.

- Organize a fashion show from a budget clothing store. This can illustrate that attractive, coordinated wardrobes can be put together economically.

Objective 9: Recycle a clothing item. (Assignment Sheet 3)

- Provide the students with questions they should use to determine the feasibility of a recycling project.

  - Do I have the patience and ability to produce a successful garment?

  - Is the fabric strong enough to justify remodeling?

  - Is the remodeled garment needed or would my time be better spent doing something else?

  - Will it cost as much or more to remodel the old garment than to buy a new one?

  - Will the remodeled garment be becoming, or will it look made over?

  - Am I sure that I have enough fabric to make the desired changes?

- Invite a professional seamstress or tailor to give tips to the class on how to alter clothing to achieve a professional look.

- Before they begin, have the students show to classmates the items which they plan to recycle.

- Have the students complete Assignment Sheet 3.

- Have the students bring their finished projects back to class to show off their handiwork. Discuss whether the students felt recycling was worthwhile.

Objective 10: List personal characteristics that affect the colors one should select for wardrobe items.

- Use Information Sheet, objective 10 to discuss how to use colors to maximize personal appearance.
- Point out to the students that color is everywhere. Allow them to examine natural materials such as stones, shells, and flowers. Ask them to list the colors that they find.
- Invite a color consultant to speak to the students on the importance of choosing colors that complement skin tones.
- Show the students how light affects color. Select a group of solid-colored fabrics. Examine them in daylight, fluorescent light, and incandescent light.
- Assemble samples of fabrics with different textures but identical colors. Discuss how texture affects color.

Objective 11: List types of accessories.

- Use Information Sheet, objective 11 to discuss types of accessories.
- Display a variety of accessories on a bulletin board. Title the bulletin board "Accessories Add Interest." Put such items as ties, scarves, belts, and jewelry on the bulletin board.

Objective 12: Identify reasons for using accessories.

- Use Information Sheet, objective 12 to discuss reasons for using accessories.
- Invite a resource person from a clothing store to demonstrate ways to use accessories effectively. Supply students with the Supplement on collars and ties. Ask the resource person to show a variety of ways to tie scarves and neckties. Ask the resource person to encourage the students to wear accessories tastefully.

Objective 13: Choose appropriate accessories. (Assignment Sheet 4)

- Have the students complete Assignment Sheet 4.

Objective 14: Select clothing for specific situations. (Assignment Sheet 5)

- Have the students complete Part 1 of Assignment Sheet 5. Discuss their reactions to the questions.
- Have the students complete Part 2 of Assignment Sheet 5 as a review of the unit.

Objective 15: Make a wardrobe plan. (Assignment Sheet 6)

- Have the students report on the clothing diaries they have kept during the unit.
- Have the students complete Assignment Sheet 6 as a practical application of the information covered in the unit.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- Give the Written Test.

☛ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.

- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Burns, Marilyn. *Wardrobe Tips for Men.* Oklahoma State University Extension Leaflet,L-1203. Stillwater, OK: Cooperative Extension Service, Oklahoma State University, 1987.

- Burns, Marilyn. *Wardrobe Tips for Women.* Oklahoma State University Extension Leaflet,L-1202. Stillwater, OK: Cooperative Extension Service, Oklahoma State University, 1987.

- Cho, Emily, and Neila Fisher, with Hermine Lueders. *It's You! Looking terrific whatever your type.* New York: Villard Books, 1986.

- *Clothing: Image and Impact.* Dallas: South-Western Publishing Co., 1990.

  ☛ **NOTE:** This teaching kit contains six activity booklets titled *Clothing: The Message Center*, Booklet 1; *The Good News Is Color*, Booklet 2; *Your Figure: An Asset*, Booklet 3; *Tune In to Fashion*, Booklet 4; *Getting to Know You*, Booklet 5; *Wardrobe Wheels: An Action Plan*, Booklet 6.

- Duffy, Mary. *The H-O-A-X Fashion Formula: Dress the body type you have to look like the body type you want.* Tucson, AZ: The Body Press, 1987.

- Falke, Martha. *The First Four Seconds: Things successful men know about dressing for power.* San Antonio, TX: Falcon House Publishing, 1990.

- Kates, Donna. *Personal Clothing Management.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1985.

- Liddell, Louise A. *Clothes and Your Appearance.* South Holland, IL: Goodheart-Willcox Co., Inc., 1988.

- Ludwig, Susan, with Janice Steinberg. *Petite Style: The ultimate fashion guide for women 5'4" and under.* New York: New American Library Books, 1988.

- Pooser, Doris. *Always in Style with Color Me Beautiful.* Washington D.C.: Acropolis Books, Ltd., 1985.

- Singer Sewing Reference Library. *Creating Fashion Accessories.* Minnetonka, MN: Cy DeCosse, Inc., 1993.

Electronic Media

☑ **NOTE:** This videotape is available for purchase from the Oklahoma Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, OK 74074.

- *Personal Clothing Management: Wardrobe Planning* (includes *Color Draping,* 19 min. and *Packing for Travel,* 35 min.). VHS, 1985. HE7018. Oklahoma Department of Vocational and Technical Education.

☑ **NOTE:** To order the following videotape or for more information, contact your local County Extension Office.

- *Individual Image Impact: Clothing.* VHS, 16 minutes, 1984. VT-40. Oklahoma State University Cooperative Extension Service, Stillwater, OK 74078.

INFORMATION SHEET

PLANNING A WARDROBE 1

OBJECTIVE 1

Match terms associated with wardrobe planning to their correct definitions.

- **accessories** — the items worn in addition to basic garments
- **basics** — items of clothing usually of classic design and color; can be worn for many occasions

  EXAMPLE: Navy blue blazer, charcoal gray suit
- **coordination** — bringing into harmony the different parts of a wardrobe
- **fad** — a strikingly different item that is popular for a short period of time, usually less than one year

  ☛ **NOTE:** Usually the people who make the most satisfactory use of their clothing money buy classic styles that remain wearable for long periods. They follow trends in colors and fabrics but reserve their fad buying for inexpensive accessory items that can be discarded when the fad disappears.

  EXAMPLE: Ripped jeans, over-sized clothes, acid- and stone-washed jeans, bike shorts
- **fashion** — styles that are currently prevailing and popular

  EXAMPLE: Length of skirts, width of lapels
- **impulse buys** — those things bought suddenly without forethought or planning
- **inventory** — list of items
- **lifestyle** — one's manner of living; the activities in which one engages on a regular basis

- **posture** — the way one stands, walks, and sits

- **seasonal clothes** — those garments worn only during a particular time of year

- **style** — the cut or design of a garment; describes a type of garment with certain unchanging characteristics

  EXAMPLE: Shirtwaist dresses, blue jeans, blazer jackets

- **trend** — special colors, fabrics, or shapes that are frequently used in fashioning clothes

- **wardrobe** — all the clothing items owned by one person

OBJECTIVE 2

List the functions of clothing.

☞ **NOTE:** People wear clothing for many reasons; the clothing worn is determined by various factors.

- Warmth and comfort

- Modesty

  ☞ **NOTE:** What is considered modest in one society might not be considered modest in another. Also, people of different time periods in the same society may have different ideas about modesty, e.g., the bathing suits worn in the 1990s are quite immodest by the standards of the early 1900s and even of the 1950s.

- Protection

  EXAMPLE: Astronauts wear space suits; firefighters wear special clothing to protect them from fire, smoke, and water; steelworkers wear protective aprons, glasses, gloves and hats; athletes wear special clothing for such games as football, rugby, and hockey.

- Status

  EXAMPLE: Expensive brand name jeans with visible labels or markings

- Identification

  EXAMPLE: Uniforms worn by cheerleaders, police officers, waiters, airline workers, and military personnel

- Expression of conformity

  ☛ **NOTE:** Sometimes people of the same age or who have the same interest may dress alike to show a common bond.

  EXAMPLE: School jackets, club insignia

- Adornment
- Expression of individuality
- Creation of first impressions
- Roles

  EXAMPLE: Sex, age, activities

- Tradition

  EXAMPLE: Holiday, weddings

- Entertainment

  EXAMPLE: Costumes

- Idol worship

  EXAMPLE: Dressing like favorite musicians, actors, etc.

OBJECTIVE 3

Complete Assignment Sheet 1.

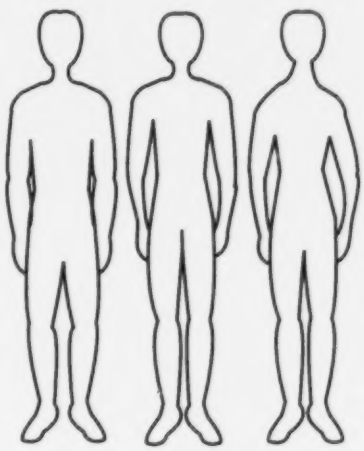
OBJECTIVE 4

List factors that affect clothing appearance.

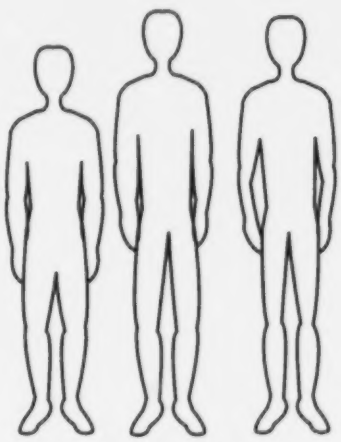
☛ **NOTE:** The way clothing looks on you depends on many factors. It is your responsibility to evaluate the following as you plan your wardrobe.

- Body build

  EXAMPLE:



Same height, different limb lengths and widths



Different height, same limb lengths and widths

- Health

  ☛ NOTE: Good health is basic to looking and feeling good.

- Posture

  ☛ **NOTE:** One of the quickest ways to look more attractive is to stand and sit correctly.

- Grooming

- Clothing design

  EXAMPLE: Color, line, proportion, shape, texture, balance of garment

- Accessories

OBJECTIVE 5

Select from a list characteristics of a well-planned wardrobe.

- Several garments can be worn for more than one occasion.

  EXAMPLE: A navy wool blazer could be worn with a dress to church, with slacks or jeans to a ball game, or with a skirt on a date.

- Clothing is comfortable and well fitting.

  EXAMPLE: Shirt sleeves and pant legs that fit properly and are not too long or too short.

- Clothing is well-maintained.

  EXAMPLE: Repairs have been made, such as tears mended, buttons sewn back on, and hems replaced; clothes are clean and well-laundered.

- Clothing has only one or two basic colors.

  ☑ **NOTE:** A basic color seems to go with many other colors. It can be worn for many occasions. Basic colors consist of low-value hues such as beige, brown, gray, white, black, and navy.

OBJECTIVE 6

Identify guidelines for wardrobe planning.

☑ **NOTE:** Wardrobe organization must be an ongoing process. When adding to your wardrobe, be sure to distinguish between *needs* versus *wants* and to consider items that you already own.

- Consider the image you want to project.

- Inventory your present wardrobe contents.

- Evaluate the condition of your current clothing items.

  ☑ **NOTE:** Decide which items can be cleaned, repaired, or recycled.

- Determine your lifestyle.

  ☞ **NOTE:** Consider changes that will be made, such as starting a new job or going away to school.

- Calculate the amount of money available for wardrobe additions.

- Make a plan for your wardrobe additions.

  - Consider more expensive garments first.

    ☞ **NOTE:** Make plans for major expenditures such as coats or suits over an extended period of time, and make detailed plans for less costly items one season at a time.

  - Plan for versatility.

    ☞ **NOTE:** In order to have the most versatile wardrobe possible, choose items that are harmonious in design, texture, and color.

  - Consider fashion trends.

    ☞ **NOTE:** Learn to recognize items that will be in style for two or three years. If you buy a wardrobe basic at full price when it comes into fashion, it will bring more satisfaction and value than if you pay half price for it when the style is going out.

  - Consider the climate in which you will wear these clothes.

  - Consider the upkeep and care of these garments.

  - Coordinate accessories.

    ☞ **NOTE:** Accessories are important, but avoid wearing too many and having too many centers of interest.

- Shop for best buys.

OBJECTIVE 7

Complete Assignment Sheet 2.

OBJECTIVE 8

List resources which aid in building a wardrobe.

- Existing wardrobe

  ☛ **NOTE:** Your existing wardrobe contains items on which to build.

- Recycled clothing

  ☛ **NOTE:** Adding trim, removing tired-looking decorations, dyeing, or altering can revitalize garments.

- Home sewing

  ☛ **NOTE:** This resource is possible only if you have the skills, equipment, and time to sew.

- Used clothing market

  ☛ **NOTE:** Resale and consignment shops sell high quality, seldom-used clothing that is in excellent condition. Garage sales are also good sources for clothing bargains.

- New clothing purchases

OBJECTIVE 9

Complete Assignment Sheet 3.

OBJECTIVE 10

List personal characteristics that affect the colors one should select for wardrobe items.

☛ **NOTE:** Color should be the starting point of wardrobe planning.

- Skin color and tone

  ☛ **NOTE:** Skin color may range from white to black and can be divided into four categories: fair, medium, dark, and black. Skin tone refers to the amount of blue or gold undertones in the skin. One should choose colors that complement his or her skin tone and color.

- Hair color

- Eye color

- Body build

☛ **NOTE:** Light colors often make a person appear larger, while dark colors may make a person appear smaller.

OBJECTIVE 11 **List types of accessories.**

☛ **NOTE:** Accessories are items that enhance the fundamental wardrobe pieces. An accessory may be a classic item such as a silk scarf, or a fad item that may be worn only once or twice.

- Scarves
- Vests

☛ **NOTE:** Vests may be considered garments or accessories.

- Hats or caps
- Belts
- Jewelry
- Ties
- Socks and stockings
- Gloves
- Purses
- Shoes

☛ **NOTE:** Shoes can be considered accessories or staples. Navy blue shoes would be considered a staple, and pink shoes would be considered an accessory.

OBJECTIVE 12 **Identify reasons for using accessories.**

☛ **NOTE:** You should remember to select accessories that are in proportion to your body size. For example, small people look better in small accessories. You do not want to wear an accessory so large that it overwhelms you.

- To reflect the image and personality that you want to project

  EXAMPLE: Wear very few and simple accessories if you are trying to project a conservative image.

- To add variety to your wardrobe

- To coordinate your wardrobe

  EXAMPLE: Gray slacks and a white shirt may be drawn together by adding a tie that has gray in it.

- To help you stay current with the latest fashions

  ☛ **NOTE:** Watch newspapers, magazines, and stores for the new fashions. Then look for an accessory that will help give an old outfit that new look.

- To help camouflage figure flaws

  EXAMPLE: A long thin neck may appear shorter if a tie or scarf is worn; bright jewelry or a scarf at the neckline will draw attention away from large hips.

- To emphasize figure strengths

  EXAMPLE: A belt may draw attention to a small waist.

OBJECTIVE 13 **Complete Assignment Sheet 4.**

OBJECTIVE 14 **Complete Assignment Sheet 5.**

OBJECTIVE 15 **Complete Assignment Sheet 6.**

Ties And Collars Most Flattering To Face Types

More time should be given to the selection of the shirt and tie than any other items of clothing because they are closest to your face. By choosing the best tie and collar for your figure type, you can enhance your best qualities.

If you are heavy-set or have a round face, you should choose a standard collar, about three inches from the neck-band to the tip of the collar, or one that has slightly longer points. Your tie should be tied in a four-in-hand knot for either collar or in a half-Windsor knot for the long point collar.

If you have a square face, you can wear the standard, button-down or pin collar with ease. The knot that looks best with both styles is the four-in-hand. If your face is a bit heavy, however, or if you have a short neck, you should avoid the pin collar.

If you have a long face, a spread collar may work well for you. But if you are tall, the slightly shorter tabs on this collar may not look particularly attractive. In that case you should wear the standard collar. With the spread collar, a full or half-Windsor knot will look good, adding to the broadening effect that you want.

If you have an oval face, just about any shirt collar will look good on you (except the pin collar if your neck is somewhat short and heavy). Tie your tie in the four-in-hand knot.

The long-point collar is styled to go with European peaked lapels. Proportion is the key here, and a long-point collar may be too dramatic with a three-piece suit.

Standard Button-down Long-point Spread Pin

May be photocopied for student use

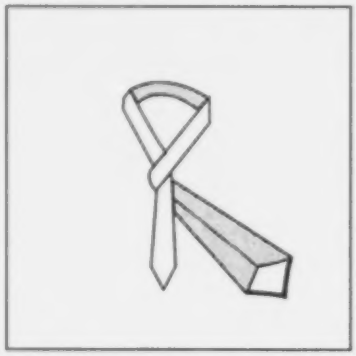
It is generally believed that the tie should come to the belt buckle; a longer tie, however, is a good idea because such knots as the full Windsor knot require more length. A longer tie is suggested for the tall or heavy person, because the distance to the belt line is greater.

Because the widths of lapels and ties are determined by fashion designers, your selection will be limited. Generally, the tie width should balance out your face. A tall, thin person should avoid narrow lapels and very narrow ties. Overly broad lapels and very wide ties are not flattering to him or her either. The tie width should relate to the lapel width: narrow lapels, narrow tie; average, notched lapel, average, 3- to 3½-inch-wide tie; wide lapel, wide tie.

Tying a tie

1.

2.



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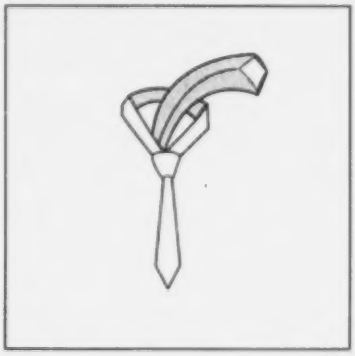
4.



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6.

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ASSIGNMENT SHEET 1

PLANNING A WARDROBE 1

Name _____ Score _____

OBJECTIVE 3

Analyze how clothing affects image projection.

INTRODUCTION

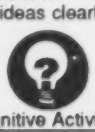
Ideally, we would like to be judged by our character, abilities, actions, and potential. What we wear should not matter very much, but it does. The way we dress can imply trustworthiness, responsibility, and a sense of belonging.

A clothing message may suggest "I fit in" or "I can handle the job." Our appearance may identify us as being fun-loving, nonconforming, or insecure. Our appearance can also convey the nature of our job or where we work.

INSTRUCTIONS

Reading Comprehension
- Draw conclusions
- React to written material

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly



Cognitive Activities
- Collect/record information
- Apply a problem-solving model
- Evaluate results/ outcomes

Part 1

After reading each situation, analyze how clothing creates an image and how people react to that image.

Situation 1

Jose, Tom, and several of their friends were employed as ushers at a sports arena where hockey and basketball teams competed. For each event they were to wear a bright-colored cap and vest bearing the word USHER. After a few events, they stopped wearing the vests and, after a few more, the caps. Immediately they noticed that people ignored them when they tried to direct them to their seats or asked them to be more considerate of other fans. They were very frustrated in trying to do their jobs and finally complained to their supervisor after Tom was told by an angry fan to "mind your own business."

1. Why do you think the ushers were ignored when they did not wear their caps and vests?

_____

_____

_____

2. If you were their supervisor, what would you say to convince them to wear their caps and vests?

3. What will happen once they begin wearing their caps and vests again?

Situation 2

Mrs. Harwell, an elderly woman, had broken her hip in a fall. Her husband was at the nurses' station waiting to meet, for the first time, a highly recommended orthopedic surgeon to discuss a hip replacement for his wife. A man, with his hair in disarray, a dingy shirt with the cuffs rolled up, no tie, and trousers baggy in the waist but short above his scuffed, worn shoes, approached the opposite side of the station and asked for Mrs. Harwell's records.

1. What kind of image does the man requesting the records project?

2. If you were Mr. Harwell, what would be your reaction?

3. If you were to advise the doctor regarding first impressions, what would you say to him?

_____

_____

_____

Part 2

Because people form first impressions so quickly, you need to understand what messages you send to other people about yourself. Knowing the clues that clothing creates will help you perceive the messages you are sending.

1. Visit a mall, a theater, a sports arena, or a restaurant, any place people are. Select ten people and, after you've first looked at them, write a brief description, one or two words, that describe the message you receive about their appearance. In the second column, list the specific item that gave you that impression.

CLOTHING MESSAGE	CLUE
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____
• _____	_____

2. Now place yourself in their shoes. If you were walking into that area, how might three of these people describe you? What specific items would create that impression?

CLOTHING MESSAGE	CLUE
• _____	_____
• _____	_____
• _____	_____

3. Do these messages create the image you want?

_____

_____

4. If not, what changes can you make to create the image you want to project about yourself?

_____

_____

_____

_____

ASSIGNMENT SHEET 2

PLANNING A WARDROBE 1

Name _____ Score _____

OBJECTIVE 7

Conduct a clothing inventory.

INTRODUCTION

Many people have a closet filled with clothes and still complain, "I have nothing to wear!" This statement might actually be true because building a wearable wardrobe requires careful thought.

INSTRUCTIONS

Functional Reading
- Interpret graphics and symbols

Language
- State ideas clearly

Functional Writing
- Complete forms and records

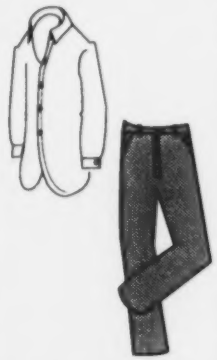
Cognitive Activities
- Collect/record information
- Analyze/synthesize information
- Draw conclusions

Part 1

Before purchasing clothing items or accessories, consider what you already own. Use the following wardrobe inventory form to help you evaluate your present wardrobe. After listing items and their colors, fill in the appropriate columns.

ASSIGNMENT SHEET 2 - Successful Clothing Management
CIMC - 1 - 28

WARDROBE INVENTORY

Category	Item	Color	Worn often	Worn seldom	Needs repair	What repairs	Can be recycled	No longer usable
Outerwear (Coats, jackets, heavy sweaters, windbreakers)								
Casual wear (Jeans, t-shirts, shorts, shirts, slacks) 								

WARDROBE INVENTORY

Category	Item	Color	Worn often	Worn seldom	Needs repair	What repairs	Can be recycled	No longer usable
Active sportswear (Swimming suit, ski wear, tennis outfits, golf clothing)								
Dresswear (Suits, skirts, dresses, church clothing, good school clothes)								

WARDROBE INVENTORY

Category	Item	Color	Worn often	Worn seldom	Needs repair	What repairs	Can be recycled	No longer usable
Formal wear (Suits, formals)								
Underwear (T-shirts, bras, socks, underpants)								

ASSIGNMENT SHEET 2 - Successful Clothing Management
CIMC - 1 - 30

WARDROBE INVENTORY

Category	Item	Color	Worn often	Worn seldom	Needs repair	What repairs	Can be recycled	No longer usable
Sleepwear (Pajamas, robes)								
Footwear (Shoes, boots)								

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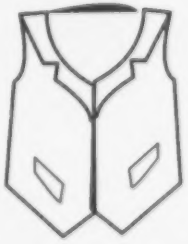
WARDROBE INVENTORY

Category	Item	Color	Worn often	Worn seldom	Needs repair	What repairs	Can be recycled	No longer usable
Accessories (Belts, hats, scarves, vests) 								

ASSIGNMENT SHEET 2 - Successful Clothing Management
CIMC - 1 - 32

Part 2

After you have inventoried your wardrobe, answer the following questions.

1. Does your wardrobe contain several garments that can be worn for several occasions?

   Yes _____ No _____

   If yes, give examples. _____

   _____

   _____

2. Does your wardrobe contain comfortable, well-fitting clothes?

   Yes _____ No _____

3. Are most of your wardrobe items in good condition?

   Yes _____ No _____

   If not, what can be done to improve the condition of wardrobe items?

   _____

   _____

   _____

4. Does your wardrobe contain one or two basic colors?

   Yes _____ No _____

   What colors do you have the most of in your wardrobe?

   _____

   _____

5. Does your wardrobe contain an ample amount of clothing for each season?

   Yes _____ No _____

6. Does your wardrobe contain clothing that can be coordinated and interchanged?

   Yes _____ No _____

   If yes, describe these items. List their combinations.

7. What are the strengths of your wardrobe?

8. What are the weaknesses of your wardrobe?

9. Realistically, how could your wardrobe be improved?

Part 3

Analyze how you spend your time. Use the following checklist to evaluate your wardrobe inventory. On the left, list the activities in which you are regularly involved. On the right, check the column(s) applying to the status of each category of your wardrobe. This checklist will assist you in making a plan for items to purchase.

WARDROBE EVALUATION			
ACTIVITIES	LOTS	SOME	NEED MORE

ASSIGNMENT SHEET 3

PLANNING A WARDROBE 1

Name _____ Score _____

OBJECTIVE 9

Recycle a clothing item.

INTRODUCTION

You may notice that many of your clothes are not usable in their present form. It may be possible to use parts of these garments to create new fashions or accessories. Recycled clothing items can add to an existing wardrobe at little or no expense.

INSTRUCTIONS

Research and Reference
- Select useful resources
- Locate resources

Cognitive Activities
- Create a finished product
- Transfer knowledge/ training to new situations
- Evaluate results/ outcomes

Select a garment that you no longer consider useful in its present form. Use available resources, such as pattern books, magazines, newspapers, etc., to assist you in making a plan for recycling this garment. Use your plan to recycle the clothing item. Answer the following questions upon completion of this project.

1. What item did you recycle?_____
2. What did you make from this item?_____
3. What materials did you purchase in order to complete this project?

   _____

   _____

   _____
4. How much did it cost you to recycle the item?_____
5. How many hours did it take you to complete the project?

   _____
6. How much would the recycled item sell for in a store?

   _____

7. If completing this project again, what changes would you make, if any?

_____

_____

8. Will you use or wear the finished item? _____

Explain your answer. _____

_____

ASSIGNMENT SHEET 4

PLANNING A WARDROBE 1

Name _____ Score _____

OBJECTIVE 13

Choose appropriate accessories.

INTRODUCTION

The choice of accessories is a matter of taste. Good taste is the ability to recognize and enjoy what is beautiful and excellent, a sense of what is harmonious, appropriate, and socially proper. Many things influence what is considered good taste, such as where you live, your culture, age, and lifestyle. What is proper in New York City, for example, is not necessarily appropriate in Oklahoma.

Accessories refer to everything except the garment, and they play an important part in any wardrobe. They include items from shoes to eyeglasses to nail polish. It takes time, good planning, and a lot of imagination to accessorize your clothes properly. Choose accessories that complement other accessories and that can be worn with more than one outfit. All accessories should be purchased with your personality in mind. Be a collector of appropriate accessories, and choose them for lasting value. Keep up and have fun with the constantly changing fads, but invest the most money in timeless classics such as quality leather, good metals, and jewelry to form the basis of your accessory collection.

Research and Reference
- Select useful resources
- Locate resources
- Use magazines and newspapers

Operation and Calculation
- Calculate with whole numbers
- Solve numerical expressions

Accessories do not need to match, but they should harmonize. In assembling an outfit, you are creating a work of art. You must have one main center of interest. Other points of interest must be subordinate to that one. Too many points of interest weaken and cheapen the whole look. Strive for simplicity.

When choosing accessories, if in doubt, do not wear it.

INSTRUCTIONS

Choose appropriate accessories by completing the following exercises.

Cognitive Activities
- Collect/record information
- Identify/develop alternatives
- Transfer knowledge/ training to new situations

Part 1

The following list indicates a point value for various articles of apparel. Evaluate the accessories that you are presently wearing by completing the following exercise. Write the appropriate number in the blank beside each item that you are wearing. Total your points and answer the questions that follow the list. Generally when the total does not exceed 14, you have chosen appropriate accessories.

ARTICLE OF APPAREL		POINT VALUE	YOUR POINTS
Dress	Solid	1	____
	Figured	2	____
	Buttons—if not self-fabric	1	____
	Belt or buckle—if not self-fabric	1	____
	Collar and/or cuffs—if the color is different from the dress	1	____
Suit		1	____
	Contrasting jacket or blazer	1	____
	Buttons—if not self-fabric	1	____
	Belt—if not self-fabric	1	____
	Piping or other trim	1	____
Slacks		1	____
Skirt		1	____
Blouse, sweater or vest, or shirt—unless the same color as the suit, slacks, or skirt		1	____
Shoes	Plain	1	____
	With open heels or toes	2	____
	Bow, buckle, or strap	1	____
Hose or socks			
	Colored	1	____
	Figured, plaid, or textured	2	____
Necklace or chain		1	____
Brooch or pin		1	____
Lapel pin		1	____
Earrings		1	____
Eyeglasses	Plain	1	____
	Colored or decorated	2	____

ARTICLE OF APPAREL		POINT VALUE	YOUR POINTS
Bracelet		1 for each	____
Wristwatch		1	____
Rings		1 for each	____
Gloves	Plain	1	____
	Different stitching or decorated	2	____
Hat or cap	Self-trimmed	1	____
	Other trim	1 for each trim	____
Scarf or tie		1	____
Purse or backpack			
	Plain	1	____
	Handle, strap, trim or frame if different from purse or backpack	1 for each	____
Other		1 for each	____
TOTAL POINTS			____

1. Are you pleased with your total? _____

2. List any accessories that you feel you should add to or eliminate from what you are wearing today.

_____

_____

_____

Part 2

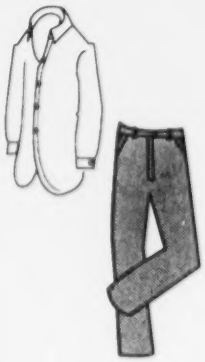
Fashion designers and fashion directors give as much thought and time to accessorizing clothes as they do to the clothes themselves. By varying accessories, one outfit can be given a dozen different looks.

Choose appropriate accessories for four of the outfits pictured. Read the descriptions and cut pictures of suitable accessories from magazines and catalogs and glue them in the space provided.

☛ **NOTE:** Accessories include such items as shoes, scarves, pins, earrings, necklaces, purses, rings, ties, and cuff links.

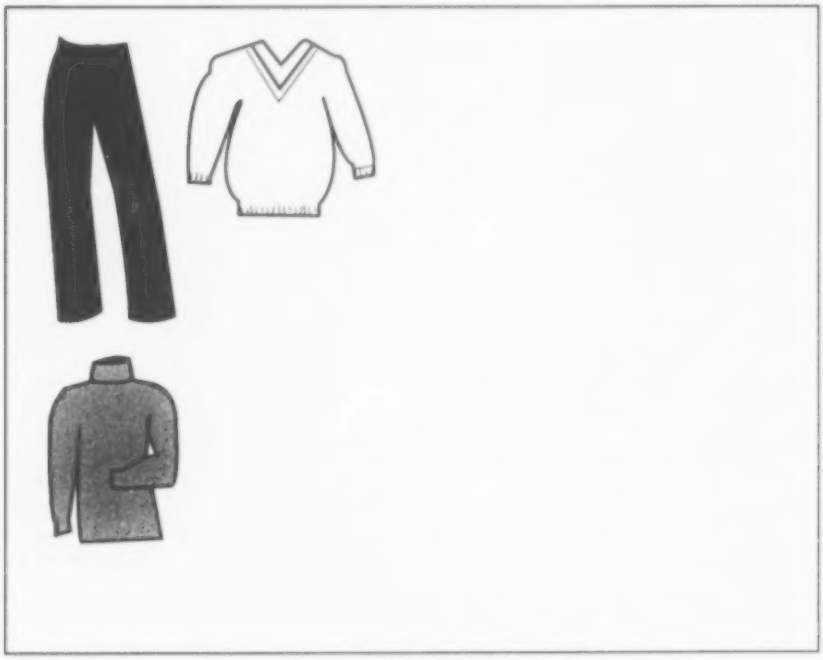
1. Winter-white wool dress

2. Blue jeans and white button-down shirt

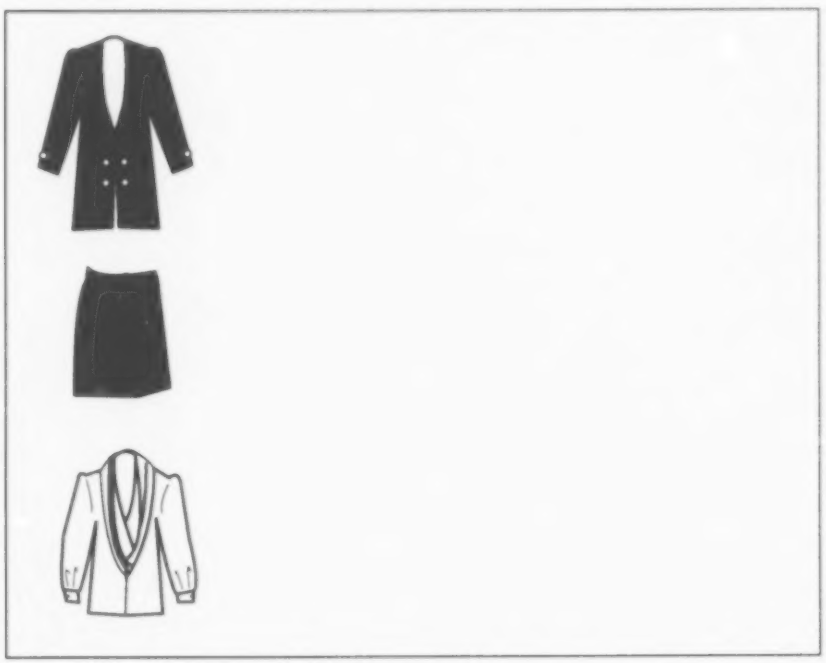


3. Black evening dress

4. Gray slacks, red sweater, and light blue shirt



5. Gray jacket and skirt with gray and royal blue print blouse



6. Black tuxedo

7. Light blue jogging or exercise outfit

Part 3

Accessories that can be used with more than one outfit are more valuable in your wardrobe.

Look over the accessories that you chose to be worn with the garments in Part 2. Which of these accessories could be used with one of the other outfits? List any multiple-use accessories below.

EXAMPLE:

Tie worn with the shirt in 2 could be worn with the shirt in 4.
Bracelet worn with the dress in 1 could be worn with the dress in 3

Part 4

Accessories do not have to be expensive to look good. Many accessories such as belts and ties can be made by hand at substantial savings.

Choose an accessory to make. Look in pattern books, craft books, and fashion magazines for ideas. Then answer the following questions.

1. What type of accessory did you choose? _____

   _____

2. How will the accessory be used?

   EXAMPLE: Tie to wear with a brown shirt

   _____

   _____

   _____

3. What materials will be needed? _____

   _____

   _____

4. What is the total cost of the accessory? _____

5. How much money would you save by making the accessory instead of buying it?

   _____

   _____

ASSIGNMENT SHEET 5

PLANNING A WARDROBE 1

Name _____ Score _____

OBJECTIVE 14

Select clothing for specific situations.

INTRODUCTION

Clothing communicates many messages to those around you. It serves as packaging in which you present yourself to the world. Being well-dressed means having the ability to select clothing suitable to the time, place, and occasion. What you select to wear is also affected by the climate, weather, and what others are wearing.

INSTRUCTIONS

Reading Comprehension
- Draw conclusions
- React to written material

Research and Reference
- Select useful resources
- Use magazines and newspapers

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Part 1

Consider the following statements concerning clothing selection. Use the space following each statement to write your reaction to the statement.

1. "People choose their clothes to conform to what everyone else is wearing."

_____

_____

_____

2. "What you wear is going to express something about your personality."

_____

_____

_____

3. "If people don't like the way I look, that's their hard luck."

_____

_____

_____

4. "Clothing reflects your self-image, that is, the way you feel about yourself."

5. "What you wear when you meet someone doesn't affect the impression you make."

6. "Clothing has nothing to do with your selection of friends."

7. "The mood you are in affects garment selection."

8. "Clothing has nothing to do with the way you will act."

9. "You and your parents have similar tastes in clothing for you."

10. "I select garments because they are in style. It doesn't matter how they look on me."

_____

_____

_____

Part 2

Given the following situations, what clothing would you recommend that each person select? Why would you make these recommendations? Clip pictures from catalogs, newspapers, magazines, or other available resources to illustrate your selection of clothing for each of the situations below. Place these pictures in the space provided.

Situation A

Mario is dressing for a job interview. His interview is for a part-time secretarial position. His interview is to be at 3 p.m. at the office where he would like to work. It is a cold December day and Mario has taken into consideration that the building will be chilly. Full-time men on staff are required to wear a shirt and tie to work.

1. What clothing do you recommend that Mario wear?

_____

_____

_____

_____

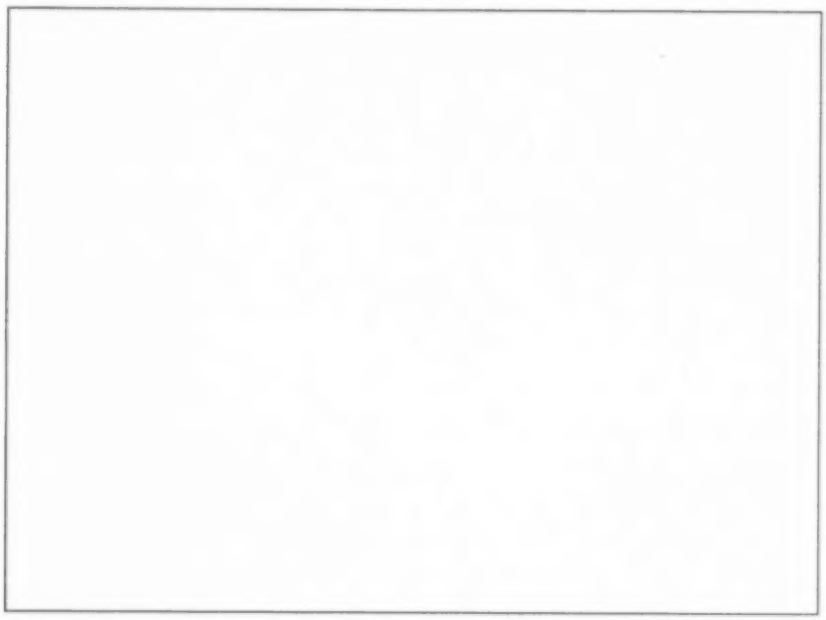
2. Why do you recommend this type of clothing for Mario?

_____

_____

_____

3. Pictures of clothing selections



Situation B

Julie is dressing for her first day at her new job at an auto parts warehouse. She is responsible for assisting in filling orders and delivering parts to customers in town. It is a hot July day, and the warehouse and pickup are not air conditioned. Julie will be working with five male employees.

1. What clothing do you recommend that Julie wear?

_____

_____

_____

2. Why do you recommend this type of clothing for Julie?

_____

_____

_____

3. Pictures of clothing selections

Situation C

Jim and Lallita are dressing to go to the high school football game. They will attend a party after the game, and the rest of their high school friends will be there. It is a cold November evening. Consider what will be appropriate for the game and for the party.

1. What clothing do you recommend that Jim wear?

_____

_____

_____

2. Why do you recommend this type of clothing for Jim?

_____

_____

_____

3. Pictures of clothing selections for Jim

4. What clothing do you recommend for Lallita?

_____

_____

_____

5. Why do you recommend this type of clothing for Lallita?

_____

_____

_____

6. Pictures of clothing selections for Lallita

ASSIGNMENT SHEET 6

PLANNING A WARDROBE

1

Name _____ Score _____

OBJECTIVE 15

Make a wardrobe plan.

INTRODUCTION

Establishing a personal wardrobe sounds simple. Modern technology, however, has provided us with such a variety of colors, textures, and clothing designs that this task has become complicated. Selections are limitless. Also complicating matters further is the variety of activities with which we are involved. Lifestyles often include needing clothes for church, school, sports activities, home, and job. This variety makes planning a coordinated wardrobe very important.

INSTRUCTIONS

Functional Reading
- Interpret forms and records

Language
- State ideas clearly

Functional Writing
- Complete forms and records

Cognitive Activities
- Analyze/synthesize information
- Evaluate alternatives
- Select an alternative

Part 1

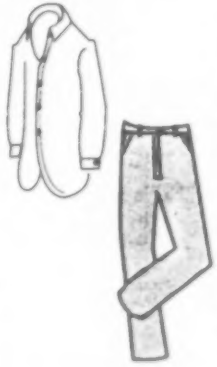
Using your clothing inventory from Assignment Sheet 2, complete the wardrobe planning form that follows. Make a plan that will increase the effectiveness of your present wardrobe. Use the guidelines listed below to make the most of your valuable resources.

- Plan for your shopping needs.
- Look for styles that are suitable for your figure type, age, image, activities, and budget.
- Select clothes that fit into and add to the versatility of your wardrobe.
- Compare merchandise for quality of fabric, construction, and care requirements.
- Read the tags and care labels for desired performance characteristics.
- Be aware of the names of the manufacturers that produce the clothing you like and can afford.

After identifying the clothing needed, the reason needed, and the estimated cost, visit local clothing stores or use other available resources, such as catalogs or magazines, to determine the actual cost of your needs.

ASSIGNMENT SHEET 6 - Successful Clothing Management
CIMC - 1 - 58

WARDROBE INVENTORY

Category	Item	Color	Worn often	Worn seldom	Needs repair	What repairs	Can be recycled	No longer usable
Outerwear (Coats, jackets, heavy sweaters, windbreakers)								
Casual wear (Jeans, t-shirts, shorts, shirts, slacks) 								

WARDROBE INVENTORY

Category	Item	Color	Worn often	Worn seldom	Needs repair	What repairs	Can be recycled	No longer usable
Active sportswear (Swimming suit, ski wear, tennis outfits, golf clothing)								
Dresswear (Suits, skirts, dresses, church clothing, good school clothes)								

WARDROBE INVENTORY

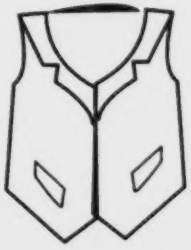
Category	Item	Color	Worn often	Worn seldom	Needs repair	What repairs	Can be recycled	No longer usable
Formal wear (Suits, formals)								
Underwear (T-shirts, bras, socks, underpants)								

ASSIGNMENT SHEET 6 - Successful Clothing Management
CIMC - 1 - 61

WARDROBE INVENTORY

Category	Item	Color	Worn often	Worn seldom	Needs repair	What repairs	Can be recycled	No longer usable
Sleepwear (Pajamas, robes)								
Footwear (Shoes, boots)								

WARDROBE INVENTORY

Category	Item	Color	Worn often	Worn seldom	Needs repair	What repairs	Can be recycled	No longer usable
Accessories (Belts, hats, scarves, vests) 								

Part 2

1. How do you feel that the addition of these items would increase the effectiveness of your wardrobe?

2. What was the total amount of money you estimated these purchases would cost?

3. What was the actual amount of money these purchases would cost?

WRITTEN TEST

PLANNING A WARDROBE

1

Name _____ Score _____

OBJECTIVE 1

Match terms associated with wardrobe planning to their correct definitions. Write the correct letters in the blanks provided.

A. fad
B. basics
C. wardrobe
D. posture
E. style
F. fashion
G. seasonal clothes
H. impulse buys
I. coordination
J. lifestyle
K. accessories
L. inventory
M. trend

_____ 1. Styles that are currently prevailing and popular

_____ 2. One's manner of living; the activities in which one engages on a regular basis

_____ 3. Bringing into harmony the different parts of a wardrobe

_____ 4. List of items

_____ 5. All the clothing items owned by one person

_____ 6. The way one stands, walks, and sits

_____ 7. Items of clothing usually of classic design and color; can be worn for many occasions

_____ 8. Those garments worn only during a particular time of year

_____ 9. The items worn in addition to basic garments

_____ 10. Those things bought suddenly without forethought or planning

_____ 11. A strikingly different item that is popular for a short period of time, usually less than one year

_____ 12. The cut or design of a garment; describes a type of garment with certain unchanging characteristics

_____ 13. Special colors, fabrics, or shapes that are frequently used in fashioning clothes

May be photocopied for student use.

OBJECTIVE 2

List the functions of clothing. Write ten functions of clothing in the spaces provided.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

OBJECTIVE 3

Evaluated on Assignment Sheet 1.

OBJECTIVE 4

List factors that affect clothing appearance. Write four factors in the spaces provided.

- _____
- _____
- _____
- _____

May be photocopied for student use.

OBJECTIVE 5

Select from a list characteristics of a well-planned wardrobe. Write an "X" in the blank before each correct answer.

____ 1. Clothing has only one or two basic colors.

____ 2. Few garments can be worn for more than one occasion.

____ 3. Clothing has many colors.

____ 4. Clothing is well-maintained.

____ 5. Clothing is comfortable and well-fitting.

OBJECTIVE 6

Identify guidelines for wardrobe planning. Write an "X" in the blank before each correct answer.

____ 1. Consider the image you want to project.

____ 2. Make a plan for your wardrobe additions.

____ 3. Buy accessories for each garment.

____ 4. Concentrate on expensive fad items.

____ 5. Consider more expensive garments first.

____ 6. Plan for versatility.

____ 7. Consider fashion trends.

____ 8. Select many different colors.

____ 9 Coordinate accessories.

____ 10. Consider the climate in which you will wear these clothes.

____ 11. Shop for best buys.

OBJECTIVE 7

Evaluated on Assignment Sheet 2.

May be photocopied for student use.

OBJECTIVE 8

List resources which aid in building a wardrobe. Write three resources in the spaces provided.

- _____
- _____
- _____

OBJECTIVE 9

Evaluated on Assignment Sheet 3.

OBJECTIVE 10

List personal characteristics that affect the colors one should select for wardrobe items. List four personal characteristics in the spaces provided.

- _____
- _____
- _____
- _____

OBJECTIVE 11

List types of accessories. List six types in the spaces provided.

- _____
- _____
- _____
- _____
- _____
- _____

May be photocopied for student use.

OBJECTIVE 12

Identify reasons for using accessories. Write an "X" in the blank before each correct answer.

____ 1. To reflect the image and personality that you want to project

____ 2. To "date" fashion items

____ 3. To add variety to your wardrobe

____ 4. To coordinate your wardrobe

____ 5. To maximize figure faults

____ 6. To help you stay current with the latest fashions

____ 7. To help camouflage figure flaws

OBJECTIVE 13

Evaluated on Assignment Sheet 4.

OBJECTIVE 14

Evaluated on Assignment Sheet 5.

OBJECTIVE 15

Evaluated on Assignment Sheet 6.

May be photocopied for student use.

ANSWERS

PLANNING A WARDROBE

1

ASSIGNMENT SHEETS

OBJECTIVE 3

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

OBJECTIVE 7

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

OBJECTIVE 9

Assignment Sheet 3

Evaluated to the satisfaction of the instructor

OBJECTIVE 14

Assignment Sheet 4

Evaluated to the satisfaction of the instructor

OBJECTIVE 15

Assignment Sheet 5

Evaluated to the satisfaction of the instructor

OBJECTIVE 16

Assignment Sheet 6

Evaluated to the satisfaction of the instructor

WRITTEN TEST

OBJECTIVE 1

1.	F	5.	C	9.	K	13.	M
2.	J	6.	D	10.	H		
3.	I	7.	B	11.	A		
4.	L	8.	G	12.	E		

OBJECTIVE 2

Answers should include any ten of the following:

- Warmth and comfort
- Modesty
- Protection
- Status
- Identification
- Expression of conformity
- Adornment
- Expression of individuality
- Creation of first impressions
- Roles
- Tradition
- Entertainment
- Idol worship

OBJECTIVE 3

Evaluated on Assignment Sheet 1

OBJECTIVE 4

Answer should include any four of the following:

- Body build
- Health
- Posture
- Grooming
- Clothing design
- Accessories

OBJECTIVE 5

1, 4, 5

OBJECTIVE 6

1, 2, 5, 6, 7, 9, 10, 11

OBJECTIVE 7

Evaluated on Assignment Sheet 2

OBJECTIVE 8

Answer should include any three of the following:

- Existing wardrobe
- Recycled clothing
- Home sewing
- Used clothing market
- New clothing purchases

OBJECTIVE 9

Evaluated on Assignment Sheet 3

OBJECTIVE 10

Answer should include all of the following:

- Skin color and tone
- Hair color
- Eye color
- Body build

OBJECTIVE 11

Answer should include any six of the following:

- Scarves
- Vests
- Hats or caps
- Belts
- Jewelry
- Ties
- Socks and stockings
- Gloves
- Purses
- Shoes

OBJECTIVE 12

1, 3, 4, 6, 7

OBJECTIVE 13

Evaluated on Assignment Sheet 4.

OBJECTIVE 14

Evaluated on Assignment Sheet 5.

OBJECTIVE 15

Evaluated on Assignment Sheet 6.

OBJECTIVE SHEET

SELECTING CLOTHING 2

INTRODUCTION

Purchasing high-quality items at reasonable prices requires knowing what you need, where to shop, and how to judge merchandise. By analyzing your shopping habits, you can learn how to improve your shopping practices in order to save both time and money. Knowing how to select merchandise wisely will help you create a wardrobe that will be serviceable for several seasons.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with clothing selection to their correct definitions.
2. List factors that influence buying habits.
3. Analyze factors that influence personal buying habits. (Assignment Sheet 1)
4. Match types of places for purchasing clothing to their descriptions.
5. Gather information about local clothing stores. (Assignment Sheet 2)
6. State efficient shopping practices.
7. State ways to be a courteous shopper.
8. List ways to improve shopping skills. (Assignment Sheet 3)
9. Complete statements about methods of paying for clothing purchases.
10. List ways to save money on clothing.
11. List types of clothing sales.
12. State questions to consider before purchasing a sale item.

13. Determine the cost per wearing of clothes. (Assignment Sheet 4)

14. List female and male figure types.

15. State guidelines for judging the quality of clothing.

16. Identify guidelines for purchasing accessories.

17. Identify guidelines for purchasing shoes.

18. Identify guidelines for purchasing underclothes.

19. Select complementary wardrobe items. (Assignment Sheet 5)

20. Select from a list the provisions of the Care Labeling Law.

21. Distinguish between required and optional information found on tags and labels.

22. Evaluate a label or tag. (Assignment Sheet 6)

23. Interpret care label information. (Assignment Sheet 7)

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

☛ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with clothing selection to their correct definitions.

- Use Transparency 1 to point out to the students that almost six percent of a family's income is spent on clothing purchases and that it is very important to spend this six percent wisely. Allow the students to compute six percent of someone's income in order to see how much money would be appropriate to spend on clothing.
- Help the students realize that clothing management should involve the whole family and that how each member manages his or her clothing affects the entire family's clothing budget.

- Review Unit 1, "Planning a Wardrobe," from this book. Point out that effectively planning a wardrobe can decrease the amount of money that must be spent to maintain a wardrobe.

- Discuss the idea of buying expensive clothing items as investments to be worn for many years.

- Discuss the terms and definitions associated with clothing selection using Information Sheet, objective 1.

Objective 2: List factors that influence buying habits.

- Ask the students questions to help them determine what factors influenced them to purchase the outfits that they are wearing.

  - Did an ad from a newspaper or magazine catch your eye and influence you to buy what you are wearing?

  - Are you wearing the latest design from the fashion industry? Is it a fad or fashion?

  - Did your peer group influence you to buy the outfit?

  - Did you like the fabric and think it could be easily cared for?

  - Were you in a good mood when you purchased the item?

- Use Information Sheet, objective 2 to explore factors that influence each student's buying habits. Have the students supply examples for each listed factor.

- Have the students bring clothing ads to class. Discuss whether the ads are informative or noninformative. Mount the ads on a bulletin board under the headings "Informative" or "Noninformative." Which category do the students find more persuasive?

Objective 3: Analyze factors that influence personal buying habits. (Assignment Sheet 1)

- Have the students complete Assignment Sheet 1.

- Discuss the students' responses to Part 3 of the Assignment Sheet.

Objective 4: Match types of places for purchasing clothing to their descriptions.

- Use Information Sheet, objective 4 to discuss different sources for purchasing clothing.

- Use the Supplement to discuss categories of merchandise the students may encounter, particularly at outlet stores.

- Have the students bring in catalogs to illustrate the wide variety of specialized merchandise available.

  EXAMPLE: Western wear, hunting apparel, clothing in unusual sizes, clothing for the elderly or disabled

Objective 5: Gather information about local clothing stores. (Assignment Sheet 2)

- Have the students complete Assignment Sheet 2, and discuss the information they gather.

Objective 6: State efficient shopping practices.

- Use Information Sheet, objective 6 to discuss efficient ways to shop for clothing.

- Encourage the students to make size cards for themselves.

- Demonstrate to the students the correct way of taking small swatches of fabric from the seams of their clothing. Remind the students to be very careful not to cut too far into the seam allowance. If fabric ravels, finish raw edges with zig-zag stitch. Also discuss using seam sealer for finishing raw edges.

  ☞ **NOTE:** Seam sealer comes in a squeeze bottle and prevents raw seams from raveling.

Objective 7: State ways to be a courteous shopper.

- Use Transparency 2 to focus attention on shopping manners.

- Use Information Sheet, objective 7 to discuss ways to be a courteous shopper.

- Stress to the students that they have rights as shoppers but they also have a responsibility to respect the rights of store owners and employees.

- Have the students observe shoppers and salesclerks and report to the class the behaviors they observe. Were the actions observed courteous or discourteous?

- Let the students who have worked as retail salesclerks share personal experiences they have had with shoppers.

Objective 8: List ways to improve shopping skills. (Assignment Sheet 3)

- To avoid duplication, discuss in advance which person each student will interview.

- Have the students complete Assignment Sheet 3.

- Discuss the students' answers to Part 2 of the Assignment Sheet to determine if the information studied has caused the students to change their shopping habits.

Objective 9: Complete statements about methods of paying for clothing purchases.

- Use Information Sheet, objective 9 to discuss the advantages and disadvantages of different methods of paying for clothing purchases.

Objective 10: List ways to save money on clothing.

- Use Information Sheet, objective 10 to discuss ways the students can get more value for the money they spend on clothing.

- Using a pattern book, show the students the availability of patterns which are easy enough for beginners and contain learn-to-sew tips.

- Have an expert seamstress visit the class to show ways to achieve a professional look when sewing at home.

- Discuss the pros and cons of home sewing, including the following points:

  - May provide a better fit for people with unusual figure types

  - Allows more expression of individuality

  - Can provide a desired look at a lower cost

- Requires an investment in equipment and time
- Does not allow you to try on an outfit before you invest in it

- Encourage the students to share personal shopping or sewing experiences.

Objective 11: List types of clothing sales.

- Use Information Sheet, objective 11 to discuss different types of clothing sales.

Objective 12: State questions to consider before purchasing a sale item.

- Use Information Sheet, objective 12 to cover points to consider before purchasing a sale item.

- Emphasize that just because something is on sale does not make it a good buy.

Objective 13: Determine the cost per wearing of clothes. (Assignment Sheet 4)

- Have the students complete Assignment Sheet 4.

- Discuss with the students the "best" and "worst" clothing purchases they have made. Invite students to bring "worst" items to show to the class.

Objective 14: List female and male figure types.

- Use Transparencies 3 and 4 and Information Sheet, objective 14 to illustrate male and female figure types.

- Allow the students to determine their own figure types.

- Ask a resource person from a clothing store to bring examples of clothing to fit different figure types.

Objective 15: State guidelines for judging the quality of clothing.

- Use Information Sheet, objective 15 to help students learn how to judge the quality of ready-to-wear clothing.

- Use Transparencies 5 and 6 and actual clothing samples to illustrate the listed points.

Objective 16: Identify guidelines for purchasing accessories.

- Use Information Sheet, objective 16 to identify guidelines for purchasing accessories.
- Point out to the students that buying the latest accessories is a very economical way to update a wardrobe.
- Invite an employee from a jewelry store to speak to the students about how to purchase and care for jewelry.

Objective 17: Identify guidelines for purchasing shoes.

- Use Information Sheet, objective 17 to discuss guidelines for buying shoes.
- Invite a resource person from a shoe store to share tips for buying and caring for shoes.

Objective 18: Identify guidelines for purchasing underclothes.

- Use Information Sheet, objective 18 to discuss guidelines for purchasing underclothes.
- Discuss the importance of wearing suitable underclothes for support and smooth figure lines.

Objective 19: Select complementary wardrobe items. (Assignment Sheet 5)

- Have the students complete Assignment Sheet 5.

Objective 20: Select from a list provisions of the Care Labeling Law.

- Use Information Sheet, objective 20 to discuss the provisions of the Care Labeling Law.
- Assign students to research and report on current legislation on textile labeling.
- Explain that textile problems are usually resolved by the following steps:

  1. Take the problem to the person in charge at the store where the item was purchased.

2. Take the problem to the manufacturer.

3. Take the problem to the Federal Trade Commission.

Objective 21: Distinguish between required and optional information found on tags and labels.

- Use Information Sheet, objective 21 to explain required and optional information on clothing labels and tags.
- Arrange for a study tour of local clothing and fabric stores to allow the students to study and compare different types of tags and labels. This will assist the students in completing Assignment Sheet 6.
- Have the students design both a tag and a care label which contain desirable and required information. Allow the class members to evaluate and select the best tag and care label. Enlarge these and use as the background for a bulletin board.

Objective 22: Evaluate a label or tag. (Assignment Sheet 6)

- Have the students complete Assignment Sheet 6.

Objective 23: Interpret care label information. (Assignment Sheet 7)

- Have the students complete Assignment Sheet 7.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.

- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- Give the Written Test.

  ☞ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.

- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Attwood, Jan, and Mary Duffy. *The Complete Petite: Everything you need to know about fashion if you're 5'4" or under.* New York: McGraw-Hill, 1990.

- Bixler, Susan. *The Professional Image.* New York: G. P. Putnam's Sons, 1984.

- Burns, Marilyn. *Accessories: Fashion Accents for Women.* Oklahoma State University Extension Leaflet, T-1203. Stillwater, OK: Cooperative Extension Service, Oklahoma State University, 1990.

  — *Clothing Sense: Dress for Less.* Oklahoma State University Extension Leaflet, L-203. Stillwater, OK: Cooperative Extension Service, Oklahoma State University, 1989.

  — *Clothing Sense: Shop Like A Pro.* Oklahoma State University Extension Leaflet, L-204. Stillwater, OK: Cooperative Extension Service, Oklahoma State University, 1988.

  — *When to Buy - When to Sew.* Oklahoma State University Extension Leaflet, C-1211. Stillwater, OK: Cooperative Extension Service, Oklahoma State University, 1986.

- Kates, Donna. *Personal Clothing Management.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1985.

- Satran, Pamela Redmond. *The Thinking Woman's Guide to Style: Dressing smart.* New York: Doubleday, 1990.

- *The Vogue/Butterick Step-by-Step Guide to Sewing Techniques.* New York: Prentice Hall, 1989.

- Weiland, Barbara, and Leslie Wood. *Clothes Sense.* Portland, OR: Palmer/Pletsch Associates, 1984.

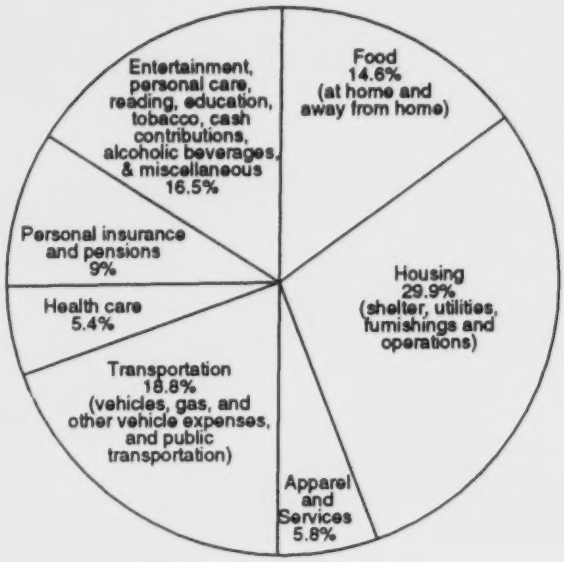
Electronic Media

☛ **NOTE:** This videotape is available for purchase from the Oklahoma Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, OK 74074.

- *Personal Clothing Management: Stretching the Clothing Dollar.* VHS, 16 minutes, 1985. HE7019. Oklahoma Department of Vocational and Technical Education.

OBJECTIVE 1

Match terms associated with clothing selection to their correct definitions.


Entertainment, personal care, reading, education, tobacco, cash contributions, alcoholic beverages, & miscellaneous 16.5%
Food 14.6% (at home and away from home)
Personal insurance and pensions 9%
Housing 29.9% (shelter, utilities, furnishings and operations)
Health care 5.4%
Transportation 18.8% (vehicles, gas, and other vehicle expenses, and public transportation)
Apparel and Services 5.8%

- **Federal Trade Commission** — the government agency charged with the responsibility of preventing unfair practices by interpreting and enforcing various laws and acts which protect the consumer

  EXAMPLE: Textile Fiber Products Identification Act

- **finish** — one of the treatments or processes used to improve fabrics in various ways

  ☑ **NOTE:** Often less desirable characteristics of fibers can be controlled by special finishes. For instance, polyester is combined with cotton to make the cotton more crease-resistant.

  EXAMPLE: Crease-resistant, permanent-press, stain-resistant, water-repellent

- **generic** — group of fibers with similar characteristics

  EXAMPLE: Cotton, silk, polyester, wool, nylon

- **textile** — constructed fabric or raw material suitable for use as cloth

OBJECTIVE 2

List factors that influence buying habits.

- Advertising

  EXAMPLE: Television and radio spots; magazine and newspaper ads; demonstrations and fashion shows

  ☛ **NOTE:** Many times the consumer will buy the products being advertised because they hope to look like the models in the ads.

- Fashion industry

  ☛ **NOTE:** The fashion industry influences your buying habits by the garments it designs.

- Peer group

  ☛ **NOTE:** For young people, being dressed like one's friends is very important. Some people feel that they will not be accepted if they look different.

- Lifestyle

  ☛ **NOTE:** The time that you have to spend ironing may influence whether you would buy a 100 percent cotton shirt or a 50 percent cotton and 50 percent polyester shirt.

- Mood

  ☛ **NOTE:** Going shopping in order to lift your spirits is not a good idea. You may buy items that attract attention and lift your spirits for a short time. Later you may find that you have nothing to wear with your purchases and your money has been wasted.

OBJECTIVE 3

Complete Assignment Sheet 1.

OBJECTIVE 4

Match types of places for purchasing clothing to their descriptions.

- **department stores** — usually offer a full line of items and related services

  EXAMPLE: May offer more than one kind of credit, fashion coordination services, and/or perform gift wrapping services

- **specialty stores** — usually sell one kind of apparel; sometimes feature unusual or hard-to-find items

  EXAMPLE: Stout women's clothing, extra tall men's clothing, sports clothing

- **discount stores** — some sell discontinued styles at reduced prices and may remove labels from garments; other discount stores carry their own first-run merchandise

  ☞ **NOTE:** Many times discount stores do not spend a lot of money on displays. In order to find the good buys, one may have to spend time looking through a crowded rack. Careful shopping at a discount store can, however, result in savings.

- **variety stores** — usually do not offer a full line of items; customers must often serve themselves

- **mail-order/catalog stores** — save the time and expense of going to a store; do not provide the opportunity to see the merchandise before purchasing

  ☞ **NOTE:** The entire cost of the purchase, including shipping, handling, and taxes, should be calculated before ordering.

- **thrift shops and garage sales** — provide an opportunity to purchase quality items at a greatly reduced price; generally no credit purchases are allowed, and items cannot be returned

- **manufacturers' outlets** — usually offer garments with minor flaws; accept few returns

  ☞ **NOTE:** Outlet stores are somewhat related to discount stores in that both sell clothes at reduced prices. Many of their items are irregulars and seconds.

OBJECTIVE 5

Complete Assignment Sheet 2.

OBJECTIVE 6

State efficient shopping practices.

- **List needed items.** This will prevent impulse buying and will keep you from forgetting items.

- **Prepare a size card**. Record the size that you wear in each brand because a size five in one brand may be larger than a size five in another brand.

- **Take small swatches of any items of clothing that you want to match.** If you want a shirt to match a certain pair of slacks, take a scrap of the slacks fabric with you. If the slacks were ready-made, carefully clip a small swatch of fabric from one of the seam allowances.

- **Make a list of the places you plan to shop.** A list will allow you to plan your stops to save time and money.

- **Shop alone.** Do not be pressured by others into buying articles you do not need or want.

- **Shop when you have plenty of time.** Clothing bought in a hurry or in a haphazard way may not be worn often or fulfill the needs you have.

- **Become familiar with brand names and care labels.**

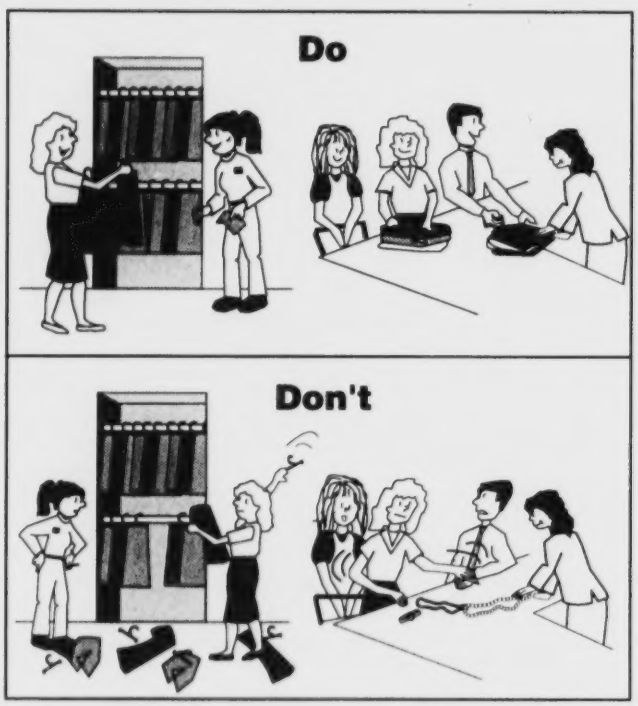
  ☑ **NOTE:** Care labels are discussed later in this unit.

- **Dress appropriately.** Wear clothing that is easy to get on and off, and wear appropriate undergarments and the type of shoes that will be worn with the outfit you are purchasing.

- **Try on clothes and shoes for a perfect fit.** Ready-to-wear clothing may vary as much as one inch within the same size and brand name.

OBJECTIVE 7

State ways to be a courteous shopper.



- Refold any merchandise after you have taken it from a counter.
- Follow the store's policy on rehanging clothes after you have tried them on for fit.
- Respect salespeople by speaking politely to them.
- Be courteous to other shoppers.

  EXAMPLE: If you have a large number of items, allow someone with only one or two items to go before you in the checkout line.
- Be very careful when trying on clothes to avoid getting makeup or soil on them.

  NOTE: Be sure that you have bathed and are perfectly clean when you shop.

- Return unwanted items to the store within one week if possible.

  ☞ **NOTE:** When returning merchandise, in most cases the sales receipt is required. If the item was not faulty, be sure that it is in resalable condition when it is returned. When products are damaged by the consumer and then returned, the consumer suffers in the long run because the store will often increase prices to make up for such losses.

OBJECTIVE 8

Complete Assignment Sheet 3.

OBJECTIVE 9

Complete statements about methods of paying for clothing purchases.

- Cash
  - Costs less than buying on credit
  - Keeps purchases within manageable limits
  - Does not tie up future income
  - Frees you to shop anywhere instead of limiting you to the stores that accept credit cards
- Layaway
  - Allows you to place a deposit on the desired item so that the store will hold the item until you pay off the balance
  - Allows you to pay the balance all at once or in small payments within a specified time to gain possession of the item
  - Creates the possibility of losing the item and the money paid if you fail to complete the payments
- Credit
  - Increases present purchasing power
  - Allows the use of clothing either before or while you pay for it
  - Frees you from carrying large amounts of money or writing a check each time you buy

- ☐ Takes less time
- ☐ Allows overspending if you are not careful
- ☐ Makes returns or exchanges easier
- ☐ Results in a poor credit rating if you do not pay promptly
- ☐ Ties up future income
- ☐ Costs money for the service

OBJECTIVE 10

List ways to save money on clothing.

- Choose stores that let you get the most for your money.
- Select the right time to make purchases.

  EXAMPLE: Sales, end of a season, beginning of a fad
- Examine the construction of garments.

  ☑ **NOTE:** Regardless of how expensive they are, poorly constructed garments will usually wear out in a short time.
- Study the care labels and tags to determine the expense of care.

  EXAMPLE: Silk usually requires dry cleaning.
- Buy the best quality that your budget will permit.
- Compare brands.
- Consider purchasing in quantity.

  EXAMPLE: Purchase three pairs of stockings for $3 rather than $1.25 for each.
- Buy clothing you like and will wear.
- Buy simple, basic clothing that can be worn on numerous occasions.

- Avoid overinvesting in clothing that can be worn for only one occasion.

  EXAMPLE: Formals, tuxedos, party wear

- Invest the largest part of your clothing budget in those articles that receive the most wear.

  EXAMPLE: A winter coat, school clothes

- Buy clothes that can be worn for more than one season.

- Plan purchases around one or two basic colors.

  ☛ **NOTE:** Avoid colors you may tire of quickly.

- Choose separates which can be mixed or matched.

- Choose accessories that go with more than one outfit.

- Understand the uses and cost of credit.

- Demand a refund, credit, or an exchange for defective merchandise.

- Develop and use home sewing skills.

OBJECTIVE 11

List types of clothing sales.

☛ **NOTE:** It would be hard to fill all of your clothing needs through sale purchases, but if you plan ahead, considerable savings can be had by shopping sales. When shopping sales, keep in mind that a bargain is only a good buy when it suits your needs at a price you want to pay.

- **end-of-season sale** — If one can anticipate clothing needs for the next year, garments can be purchased at the end of a season at considerable savings. An end-of-season sale is probably the very best time to save money on basic items.

- **clearance sale** — In most cases, clearance sales are held in order to get rid of slow-moving items.

- **annual sale** — The purpose of this type of sale is to attract customers to the store during slow selling seasons.

- **special purchase sale** — Consumers need to be aware that sometimes special purchase sale merchandise may be slightly imperfect.

- **anniversary sale** — For an anniversary sale, many departments in the store will mark down a few items to stimulate sales in the store.

OBJECTIVE 12

State questions to consider before purchasing a sale item.

- Do you have an immediate or near-future need for the merchandise?

- Will the color and style fit into your wardrobe?

- Does the garment fit correctly or require only minor alterations?

- Can the garment be bought at a true savings?

- Is the construction or fabric flawed?

OBJECTIVE 13

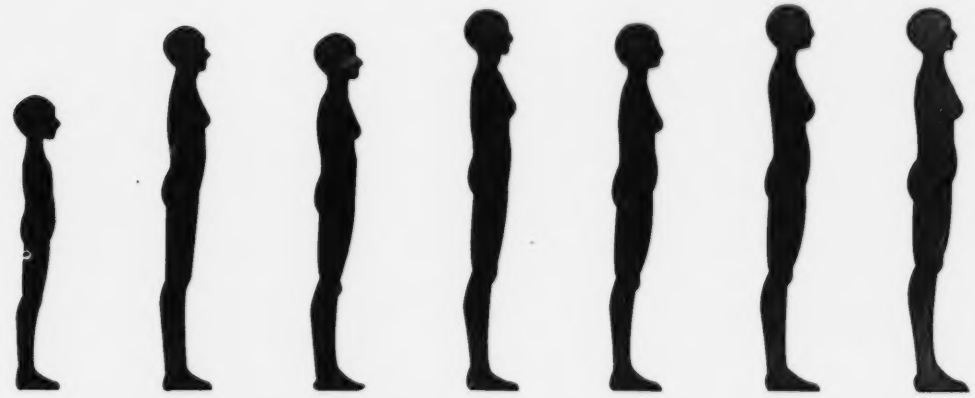
Complete Assignment Sheet 4.

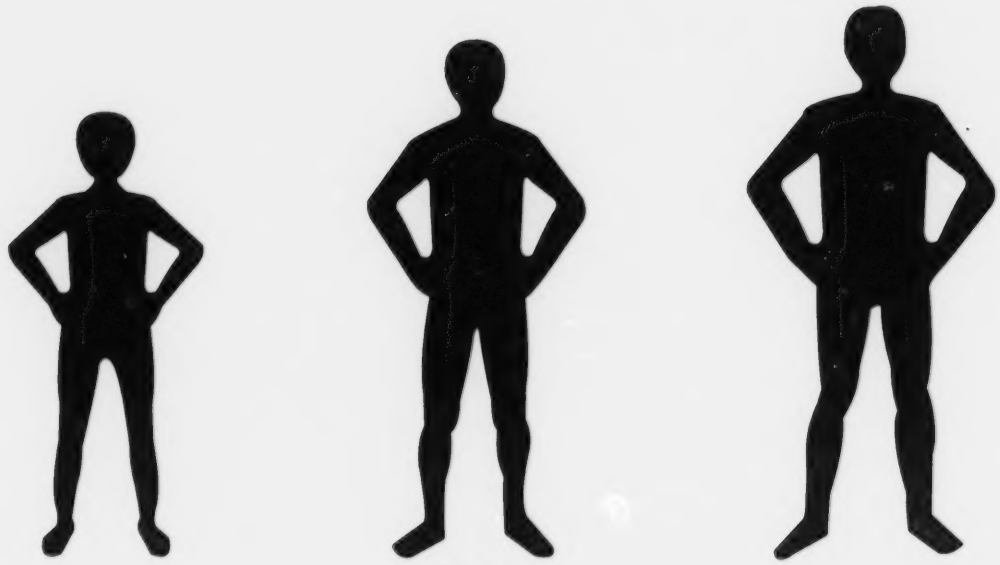
OBJECTIVE 14

List female and male figure types.

☑ **NOTE:** When selecting garments and patterns, select styles that will accentuate the positive aspects of your figure and downplay the negative aspects.

- Female figure types
  - **Girls** — No average height is available for the girls' figure type. The figure has no defined bust and has a short waist length.
  - **Young junior/teen** — The height is usually 5′1″ to 5′3″. The bust position is high, and the waist length is short.
  - **Junior petite** — The height is usually 5′ to 5′1″. The bust position is high, and the waist length is short.
  - **Junior** — The average height is 5′4″ to 5′5″. The bust position is high, and the waist length is short.
  - **Miss petite** — The height is usually 5′2″ to 5′3″. The bust position is average, and the waist length is short. The figure is generally fully developed.
  - **Misses** — The height is usually 5′5″ to 5′6″. The bust position and waist length are usually average. This figure type has a fully developed, well-proportioned figure.
  - **Women** — The height is usually 5′5″ to 5′6″. The bust position and waist length are usually average. This figure type is proportionally larger than the other figure types and is a more mature figure.





Boys | Teen Boys | Mens

- Male figure types

☞ **NOTE:** The following are standard figure types for males. The numerical designations of men's suits refer to chest size. Dress shirt sizes are determined by the neck and sleeve length measurements. Sport shirts are sized small, medium, large, and extra large. Pants are sized according to the waist and length measurements. Outerwear such as overcoats may be sold in suit sizes or in small, medium, large, or extra large. Some items are available in extra small or extra-extra large sizes.

- **Boys** — The height is usually 4′ to 4′10″. This figure type is for the young growing boy just beginning to mature.
- **Teen boys** — The height is usually 5′1″ to 5′8″ with youthful build, shoulders and hips not so developed as those of a man.
- **Men** — The height is usually 5′10″ or above with fully developed shoulders, hips, and neck.

OBJECTIVE 15

State guidelines for judging the quality of clothing.

☛ **NOTE:** The key to selecting the best merchandise for the amount of money to be spent is to acquire some knowledge of garment construction, fiber performance, and related care requirements. Also, if you feel a garment is too expensive, decide how many times you will wear it. Then calculate the cost per wearing as shown in Assignment Sheet 4.

- Fabric should be cut on the grain.

  ☛ **NOTE:** Fabric cut off the grain may cause the garment to twist around the body.

Off grain

On grain

- Designs in the fabric should match at the seam lines and openings.

  ☛ **NOTE:** If the designs do not match, the garment will look unbalanced.

- Seams should be of uniform width, flat, and generous enough to prevent strain.

- Fabric allowances should be generous enough so the pleats, pockets, lapels, and facings do not appear strained.

- Stitching should be done with thread of a suitable weight and color.

- Reinforcements should appear in areas of strain.

  EXAMPLE: Bar tacks, metal rivets, reinforcement stitching

- Hems should be uniform in width, flat, and should be invisibly stitched into place.

  ☛ **NOTE:** Some hems are sewn with a contrasting color of thread for a decorative effect.

- Garment fasteners should be appropriately placed and firmly attached.

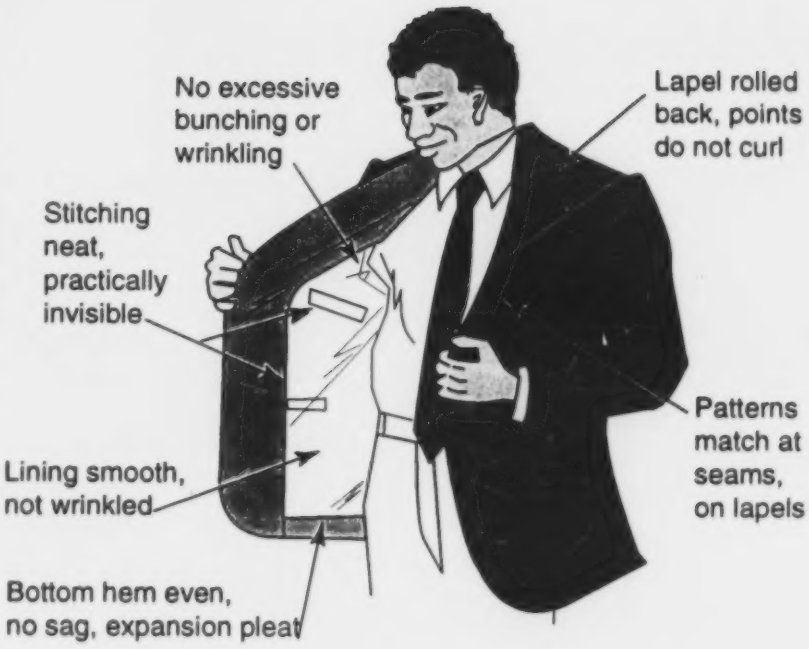
  EXAMPLE: Buttons, hooks and eyes, snaps

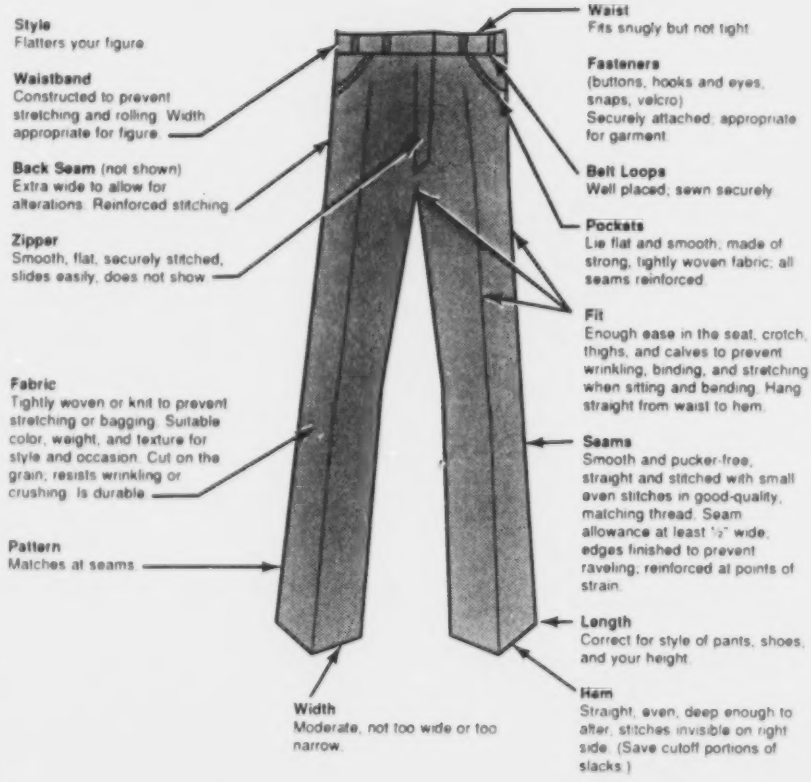
- Buttonholes should be cut on the grain of the fabric, smooth, and properly placed.

- Zippers should be of a suitable weight, length, strength, and color for the garment; should remain closed at the top when stress is applied.

- Linings should be smooth and of an appropriate weight and texture for the outer fabrics.

- Interfacings should be properly placed to give support and detail to the design.


No excessive bunching or wrinkling
Lapel rolled back, points do not curl
Stitching neat, practically invisible
Patterns match at seams, on lapels
Lining smooth, not wrinkled
Bottom hem even, no sag, expansion pleat


Style
Flatters your figure.
Waistband
Constructed to prevent stretching and rolling. Width appropriate for figure.
Back Seam (not shown)
Extra wide to allow for alterations. Reinforced stitching.
Zipper
Smooth, flat, securely stitched, slides easily, does not show.
Fabric
Tightly woven or knit to prevent stretching or bagging. Suitable color, weight, and texture for style and occasion. Cut on the grain; resists wrinkling or crushing. Is durable.
Pattern
Matches at seams.
Width
Moderate, not too wide or too narrow.
Waist
Fits snugly but not tight.
Fasteners
(buttons, hooks and eyes, snaps, velcro)
Securely attached; appropriate for garment.
Belt Loops
Well placed; sewn securely.
Pockets
Lie flat and smooth; made of strong, tightly woven fabric; all seams reinforced.
Fit
Enough ease in the seat, crotch, thighs, and calves to prevent wrinkling, binding, and stretching when sitting and bending. Hang straight from waist to hem.
Seams
Smooth and pucker-free; straight and stitched with small even stitches in good-quality, matching thread. Seam allowance at least ½" wide; edges finished to prevent raveling; reinforced at points of strain.
Length
Correct for style of pants, shoes, and your height.
Hem
Straight, even, deep enough to alter; stitches invisible on right side. (Save cutoff portions of slacks.)

OBJECTIVE 16

Identify guidelines for purchasing accessories.

☛ **NOTE:** Accessories add a finishing touch to your outfit.

- Select accessories that are needed.

☛ **NOTE:** Too many accessories may cause you to look overdone or overdressed.

- Select items that complement or blend with the outfit that you plan to wear.

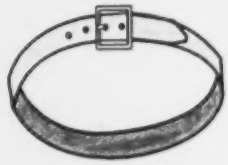
  EXAMPLE: Brightly colored scarf or tie

☛ **NOTE:** Be sure items also complement the color tones in your skin.

- Select items that are in proportion to your body size.

  EXAMPLE: If you are short and have a small figure, you should select small accessories.

- Select accessories that can be worn with several outfits.



- Select items that are easy to care for.

OBJECTIVE 17

Identify guidelines for purchasing shoes.

- Inventory your need for shoes before buying.

  ☛ **NOTE:** Before you decide to buy new shoes, look at your clothes to see what can be worn with the shoes you have.

- Get the best fit for your feet.

  ☛ **NOTE:** Your feet need to be fitted in shoes that feel comfortable. You should save your money until you have enough to buy well-fitted shoes.

- Select shoes in basic colors.

  ☛ **NOTE:** Generally brown, black, navy, and white shoes combine well with most clothes.

- Decide what clothes will be worn with the new shoes.

- Decide where the shoes will be worn.

  ☛ **NOTE:** If you are buying shoes for doing lots of walking and standing, low heels may be most appropriate; boots may be appropriate with jeans.

- Try on both shoes.

  ☛ **NOTE:** Walk in the new shoes both on carpeted and hard-surfaced floors.

OBJECTIVE 18

Identify guidelines for purchasing underclothes.

- Choose simple items.

  ☛ **NOTE:** Items having frills, lace, or thick bands may show through the outer garments.

- Try on underclothes such as bras before buying.

  ☛ **NOTE:** Be sure to observe your state laws regarding the trying on of undergarments.

- Buy washable and durable underclothes.

  ☞ **NOTE:** Cotton, nylon, polyester, and acrylic are commonly used fabrics.

- Examine the construction and care label very closely.

  ☞ **NOTE:** Be sure to follow the manufacturer's directions when washing underclothes.

OBJECTIVE 19

Complete Assignment Sheet 5.

OBJECTIVE 20

Select from a list the provisions of the Care Labeling Law.

☞ **NOTE:** This trade regulation was established by the Federal Trade Commission on July 3, 1972.

- Clothing items and fabrics manufactured or completed on or after July 3, 1972, must have permanent care labels.

  ☞ **NOTE:** This regulation includes imported items.

- Care labels must be provided to the home sewer when fabrics are purchased.

  ☞ **NOTE:** It is up to the home sewer to see that these labels are permanently attached to the garment.

- Labels must explain the care and maintenance required in the regular use of garment.

  EXAMPLE: How to wash, bleach, dry, iron, or dry clean

  ☞ **NOTE:** Information must apply to all the components of the garment. Any exceptions must be indicated on the label, such as lace, trim, or fur that should be removed before cleaning.

- Labels must provide warning statements when the usual care methods seem to apply but do not.

  EXAMPLE: A machine washable garment is usually dry cleanable. If it is not, the label should have a warning such as "Machine wash—do not dry clean."

- Labels should make the consumer aware of possible choices for care and maintenance.

  EXAMPLE: Hand wash OR dry clean.

- Labels must be attached in a place where they will be easily located.

- Labels must be legible for the life of the garment.

- Labels must be placed on removable garment parts.

  EXAMPLE: A zip-out lining should have its own separate care label.

OBJECTIVE 21

Distinguish between required and optional information found on tags and labels.

☛ **NOTE:** The purpose of federal labeling laws is to provide consumers with information enabling them to select and care for textile products.

- Required information

  ☛ **NOTE:** This information is required by the Textile Fiber Products Identification Act of 1960. It applies to all garments, piece goods, and home furnishings.

  - Generic name of the fiber contained in the fabric
  - Percentage by weight of the fiber present

- Optional information

  - Manufacturer
  - Price
  - Special finishes
  - Brand name or trade name
  - Size

OBJECTIVE 22	**Complete Assignment Sheet 6.**
OBJECTIVE 23	**Complete Assignment Sheet 7.**

Terms Smart Shoppers Know

A good buy is anything that suits your needs at a price you want to pay. If you can get what you want for less money than usual or if you can get better quality or higher fashion for the same money, you have a good buy or a bargain.

The following terms are used to identify certain types of merchandise.

as is — damaged articles sold as they are, no return permitted

broken lot — lines of items that are being discontinued; not all sizes or styles available

damaged — indicates that the garment has been soiled or torn

irregulars — manufactured articles with slight imperfections of some kind that are not usually noticeable

☑ **NOTE:** These items are sold at a discount. Irregular hosiery is perhaps the most common item sold as imperfect.

job lots — special orders from a manufacturer; may or may not be of inferior quality

☑ **NOTE:** At times the manufacturer will give the retailer a good price for sale purposes. Items may be made during a slow season, and manufacturers may sell them at cost merely to promote the brand and defray expenses.

loss leaders — special buys to get shoppers into a store in the hope that they will buy other articles at regular prices

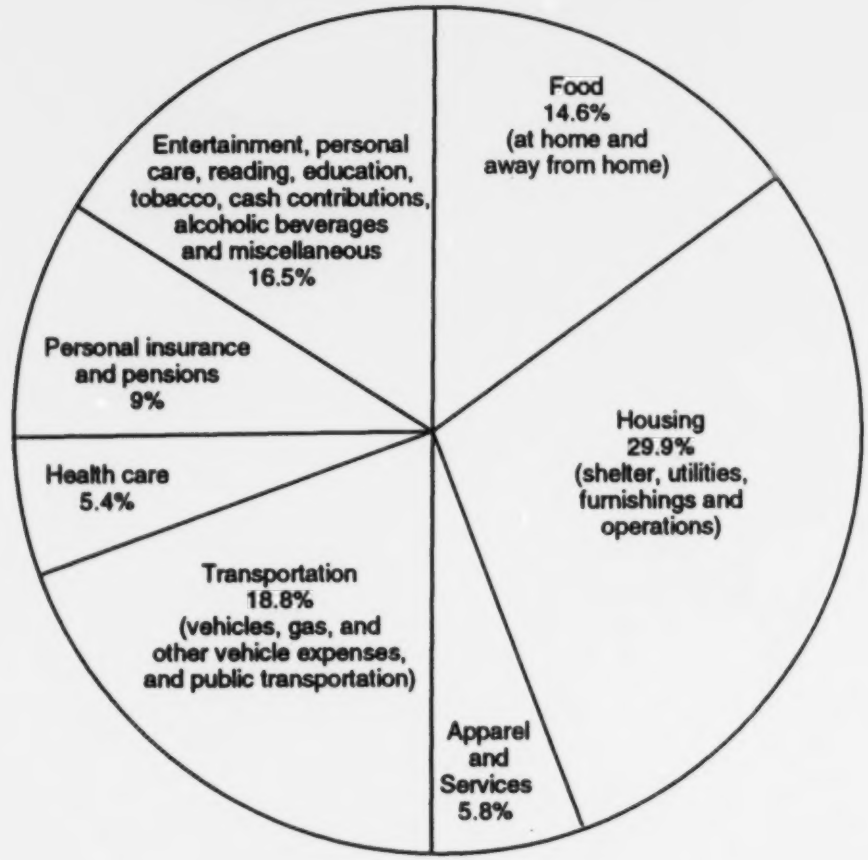
markdown — sold at price lower than the usual price; most often at the end of the season

seconds — items that have flaws such as mended runs and tears

special purchase lot — manufacturer's leftover merchandise at the end of the season; sold at a reduced price to clear

May be photocopied for student use.

An Average American Family's Budget for After-Tax Income



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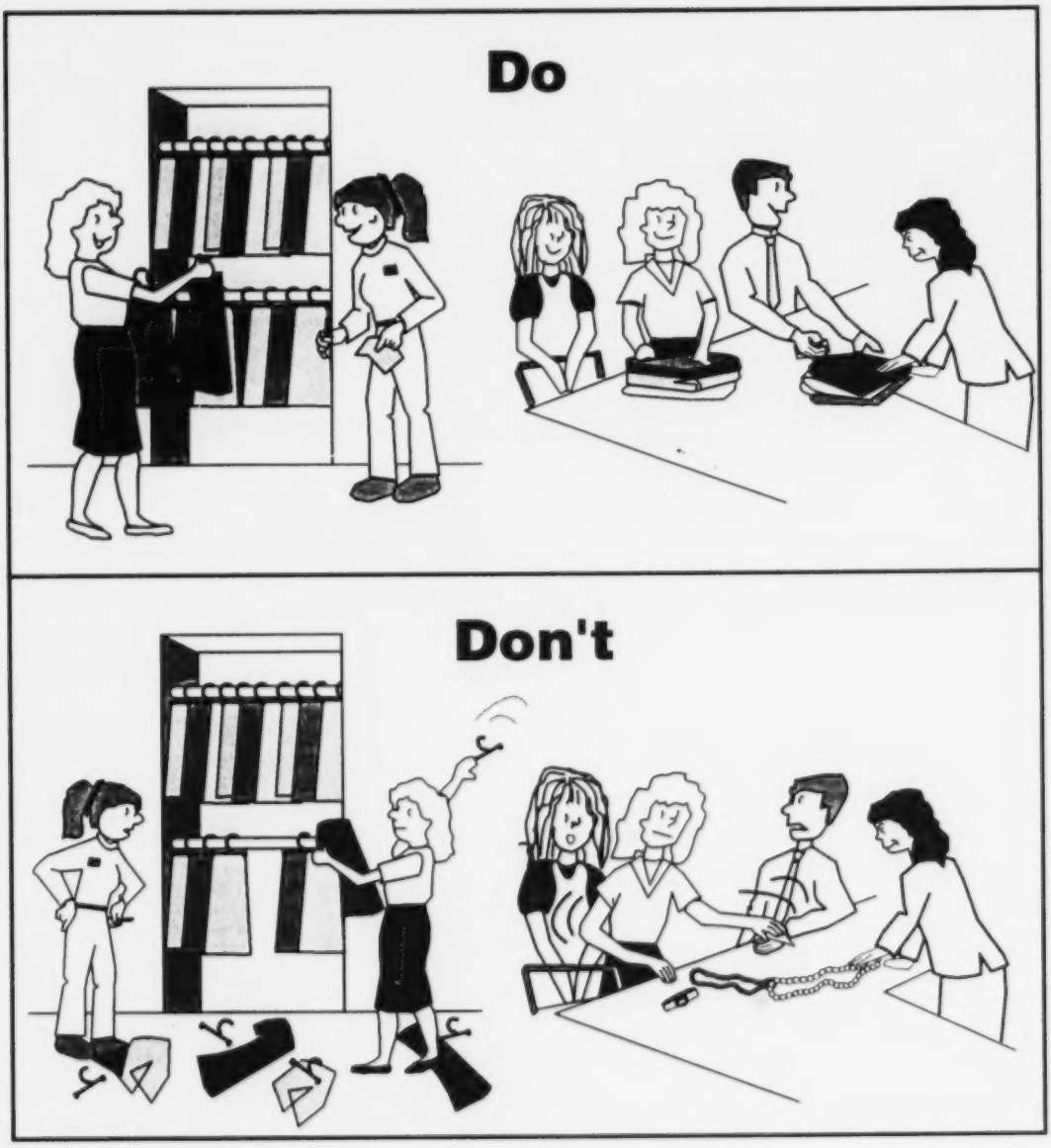
Practice Shopping Courtesy



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Male Figure Types

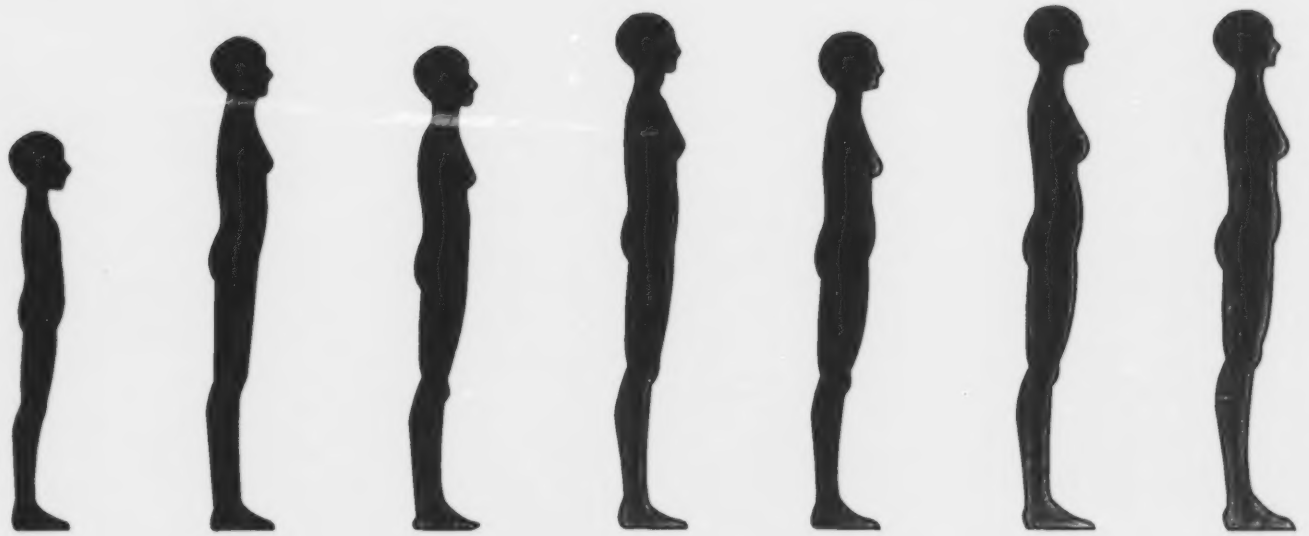
Boys

Teen Boys

Men

May be photocopied for student use.

Female Figure Types



Girls | Young Junior/Teen | Junior Petite | Junior | Miss Petite | Misses | Women

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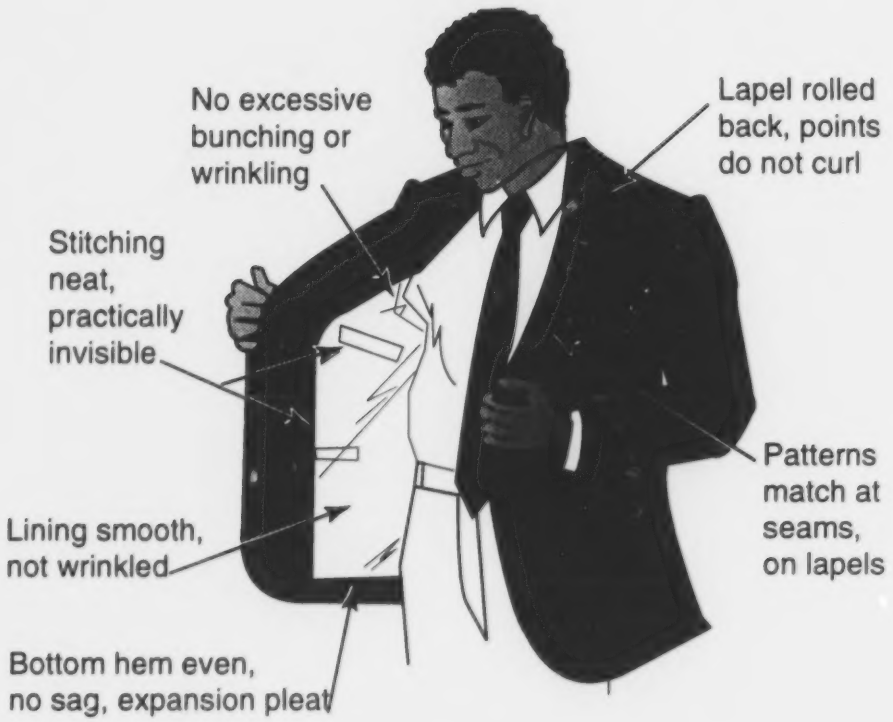
TRANSPARENCY MASTER 4 - Successful Clothing Management
CIMC - 2 - 41

Quality Check Points

Before You Buy a Jacket or Blazer

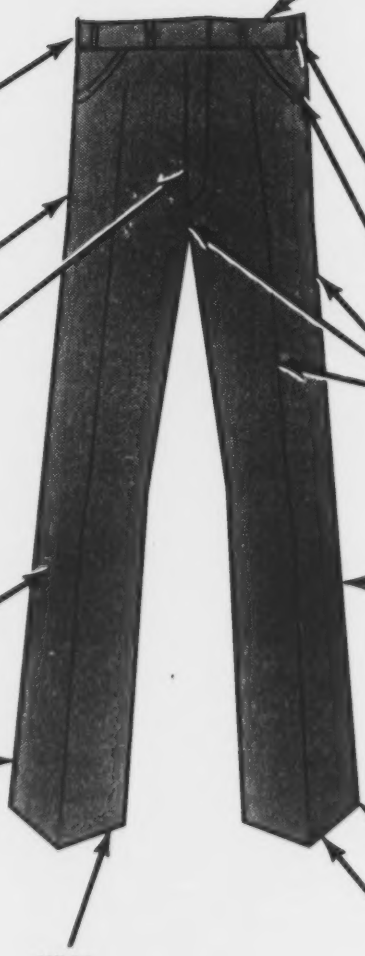

No excessive bunching or wrinkling
Lapel rolled back, points do not curl
Stitching neat, practically invisible
Patterns match at seams, on lapels
Lining smooth, not wrinkled
Bottom hem even, no sag, expansion pleat

May be photocopied for student use.

Quality Check Points

(Continued)

Before You Buy Slacks



Style
Flatters your figure.

Waistband
Constructed to prevent stretching and rolling. Width appropriate for figure.

Back Seam (not shown)
Extra wide to allow for alterations. Reinforced stitching.

Zipper
Smooth, flat, securely stitched, slides easily, does not show.

Fabric
Tightly woven or knit to prevent stretching or bagging. Suitable color, weight, and texture for style and occasion. Cut on the grain; resists wrinkling or crushing. Is durable.

Pattern
Matches at seams.

Width
Moderate, not too wide or too narrow.

Waist
Fits snugly but not tight.

Fasteners
(buttons, hooks and eyes, snaps, velcro)
Securely attached; appropriate for garment.

Belt Loops
Well placed; sewn securely.

Pockets
Lie flat and smooth; made of strong, tightly woven fabric; all seams reinforced.

Fit
Enough ease in the seat, crotch, thighs, and calves to prevent wrinkling, binding, and stretching when sitting and bending. Hang straight from waist to hem.

Seams
Smooth and pucker-free, straight and stitched with small even stitches in good-quality, matching thread. Seam allowance at least ½" wide; edges finished to prevent raveling; reinforced at points of strain.

Length
Correct for style of pants, shoes, and your height.

Hem
Straight, even, deep enough to alter, stitches invisible on right side. (Save cutoff portions of slacks.)

May be photocopied for student use.

ASSIGNMENT SHEET 1

SELECTING CLOTHING 2

Name _____ Score _____

OBJECTIVE 3

Analyze factors that influence personal buying habits.

INTRODUCTION

Have you ever seriously thought about why you buy the clothes you do? Think about some of the clothes in your closet. What influenced you to buy them?

Of all the factors that can cause you to buy certain outfits, the advertising industry and peer group pressure probably have the greatest influence. Retailers and manufacturers spend millions of dollars a year persuading people to buy their products.

We are all subject to peer group pressure. Some people think that teenagers are more influenced by their peer group than other people, but this probably is not so. If it were, would so many men and women wear almost identical business suits to work each day?

Analyze factors that influence your buying habits by completing the following exercises.

INSTRUCTIONS

Reading Comprehension
- Draw conclusions
- React to written material

Research and Reference
- Use magazines and newspapers

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Part 1

Select two advertisements from fashion magazines and newspapers. Label them Advertisement 1 and Advertisement 2, and attach them to this Assignment Sheet. Analyze the advertisements by answering the following questions.

Advertisement 1

1. What in this ad attracted your attention? _____

_____

_____

2. What product is being advertised? _____

_____

_____

Cognitive Activities
- Analyze/synthesize information
- Draw conclusions

3. What information about the product is discussed in the ad?

_____

_____

_____

4. Would you buy the product because of this ad? _____

Explain your answer. _____

_____

_____

Advertisement 2

1. What in this ad attracted your attention? _____

_____

_____

2. What product is being advertised? _____

_____

_____

3. What information about the product is discussed in the ad?

_____

_____

_____

4. Would you buy the product because of this ad? _____

Explain your answer. _____

_____

_____

Part 2

Think about the items in your wardrobe. Were any of them purchased because they were popular with your peer group? List below two items that you have purchased because they were something that everyone else was wearing. Answer the questions that follow.

Item 1 _____

1. Who or what influenced you to buy this item? _____

   _____

   Why? _____

   _____

   _____

2. How many times have you worn or used this item?

   _____

   _____

3. Do you consider this item a good buy? _____

   Why or why not? _____

   _____

   _____

Item 2 _____

1. Who or what influenced you to buy this item? _____

   _____

   Why? _____

   _____

   _____

2. How many times have you worn or used this item?

   _____

   _____

3. Do you consider this item a good buy? _____

Why or why not? _____

_____

_____

Part 3

Which of the factors discussed in the Information Sheet, objective 2 has the most influence on your buying habits?

_____

_____

Explain your answer. _____

_____

_____

_____

_____

ASSIGNMENT SHEET 2

SELECTING CLOTHING

2

Name _____ Score _____

OBJECTIVE 5

Gather information about local clothing stores.

INTRODUCTION

Deciding when and where you want to shop are two important ways to make your shopping trips successful. Consider how far you live from shopping areas, what you want to buy, and how much money you are willing or able to spend on each item. All of these factors affect the stores that you will go to and when you will go to them.

If you live in a rural area, it may be necessary for you to travel to a large town to get items that you need. Large shopping areas provide you with a large variety of products, but you must take into consideration the time and money spent to make out-of-town shopping trips.

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Research
- Take notes

Cognitive Activities
- Collect/record information
- Analyze/synthesize information
- Evaluate alternatives
- Develop an action plan

Part 1

Survey your local community and list examples for each type of store that is available to you. If possible, visit the stores and study the quality and prices of merchandise as well as services offered to store customers. This will enable you to decide where you want to shop.

STORE TYPE	EXAMPLES OF STORE TYPE
Department	
Discount	
Specialty	
Manufacturer's Outlet	

Used Clothing	
(Other) _____	

Part 2

Gather information about local clothing stores by completing the following exercises. Write the name of a store from your community or town under each heading and answer the questions that follow.

☛ **NOTE:** It may not be possible to complete every category.

1. Department store

   _____

   What types of products are sold at this store?

   _____

   _____

   _____

2. Discount store

   _____

   What types of products are sold at this store?

   _____

   _____

   _____

3. Specialty store

   _____

   What types of products are sold at this store?

   _____

   _____

   _____

4. Manufacturer's Outlet

_____

What types of products are sold at this store?

_____

_____

_____

5. Used Clothing Store

_____

What types of products are sold at this store?

_____

_____

_____

6. Other

_____

What types of products are sold at this store?

_____

_____

_____

7. Would you consider shopping for different items at different stores? _____

Why or why not? _____

_____

_____

_____

8. Did you find that prices and quality varied among different stores? _____

   Explain your answer. _____

9. Which store in your area do you feel has the best selection of products?

10. Which store provides the most services for customers?

11. At which store would you most like to shop?

    Explain why. _____

13. Do you need any wardrobe products that you cannot obtain from a store in your community? _____

    List the products, if any. _____

14. Where do you have to go to get these products?

ASSIGNMENT SHEET 3

SELECTING CLOTHING 2

Name _____ Score _____

OBJECTIVE 8

List ways to improve shopping skills.

INTRODUCTION

Retail stores provide a service to consumers, and consumers provide the stores with a means for selling their merchandise. It would be very difficult for either to exist without the other. The consumers and the stores should work together in order to improve the marketplace for everyone involved.

When shopping, consumers should expect the stores to provide them with products at a price that is suitable for the quality of the product. The consumers also have responsibilities to the stores, such as being courteous to the salespeople and handling the merchandise carefully.

INSTRUCTIONS

Explore ways to improve your shopping skills by interviewing someone who owns or works in a store.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Listening
- Apply active listening skills
- Draw conclusions/make generalizations

Interactive Communications
- Apply questioning techniques
- Conduct/receive interviews

Part 1

Use the following questions when conducting your interview.

Name of the store _____

1. What are the best hours to shop at your store? _____

   _____

2. What types of sales does your store run, and what times during the year do they occur?

   _____

   _____

3. Explain the different methods a consumer can use to pay for a purchase at your store.

   EXAMPLE: Layaway, credit cards, cash

   _____

   _____

   _____

   Which method of payment do you recommend as being the best for the consumer to use?

   _____

   Why? _____

   _____

4. What can consumers do to prevent damage from occurring to merchandise while it is being tried on for fit or being examined for purchase?

   _____

   _____

   _____

   _____

5. Explain your store's policy for returning merchandise.

   _____

   _____

   _____

   _____

   _____

6. What time of year does your store have a peak selection of merchandise?

   _____

   _____

7. Have you observed shoppers being courteous? _____

Discourteous? _____

How were these customers treated by the store personnel?

Courteous - _____

_____

_____

_____

Discourteous - _____

_____

_____

_____

Part 2

Now that you have completed the interview, explain what you think you can do to improve your shopping skills.

_____

_____

_____

_____

_____

Part 3

List three improvements you will make in your shopping skills.

- _____

  _____

- _____

  _____

- _____

  _____

ASSIGNMENT SHEET 4

SELECTING CLOTHING 2

Name _____ Score _____

OBJECTIVE 13

Determine the cost per wearing of clothes.

INTRODUCTION

When you are about to splurge on a great shirt that simply does not go with anything, think about how much it will cost you each time you wear it. Do you think that you will wear the shirt to a party, or perhaps a family dinner? If the shirt cost $25 and you only wore it one time, it has cost you $25 for the wearing. A $25 shirt that is plainer and more practical might be worn as many as 25 to 50 times making each wearing cost 50¢ to $1.

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Operation and Calculation
- Calculate with decimals
- Solve formulae and equations

Cognitive Activities
- Collect/record information
- Identify/evaluate consequences
- Identify/develop alternatives
- Develop an action plan

Purchasing items that are costly per wearing is not a good way to improve your wardrobe. Complete the following charts to determine cost per wearing of six items selected from your wardrobe. The items may be such things as accessories, shoes, clothes, or purses. To determine the cost per wearing, divide the cost of the item by how many times it was worn.

EXAMPLE:

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING
Satin shirt	Found on sale table. Thought it was a good buy.	2	$27.98	$13.99

1.

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING

Do you think that this item was a wise purchase? _____

Explain your answer. _____

_____

_____

2.

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING

Do you think that this item was a wise purchase? _____

Explain your answer. _____

_____

_____

3.

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING

Do you think that this item was a wise purchase? _____

Explain your answer. _____

_____

_____

4.

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING

Do you think that this item was a wise purchase? _____

Explain your answer. _____

_____

_____

5.

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING

Do you think that this item was a wise purchase? _____

Explain your answer. _____

_____

_____

6.

ITEM	WHY PURCHASE WAS MADE	HOW MANY TIMES ITEM WAS WORN	COST OF ITEM	COST PER WEARING

Do you think that this item was a wise purchase? _____

Explain your answer. _____

_____

_____

7. Make a brief list of clothing items you need.

_____

_____

_____

8. Review the items for which you have determined the cost per wearing. Do you see where you might have saved money to acquire the needed items if you had been a wiser shopper?

_____

Explain your answer. _____

_____

_____

_____

9. List three specific improvements you will make to spend your clothing money more wisely.

- _____
- _____
- _____

ASSIGNMENT SHEET 5

SELECTING CLOTHING

2

Name _____ Score _____

OBJECTIVE 19

Select complementary wardrobe items.

INTRODUCTION

When shopping for clothing, much attention is given to the selection of outer garments. Equal attention should be given to the selection of accessories, shoes, and undergarments. The proper selection of these items can give your outfit a total look.

INSTRUCTIONS

Select complementary items for your wardrobe. Describe an outfit that you need. Cut from a catalog pictures of the accessories, shoes, and undergarments needed to complete this outfit. Attach these pictures to the areas indicated.

Research and Reference
- Select useful resources

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Cognitive Activities
- Collect/record information
- Draw conclusions

1. Description of the outfit

   EXAMPLE: Black slacks and a white sweater

   _____

   _____

   Where is the outfit to be worn? _____

   _____

2. Accessories to be worn with the outfit

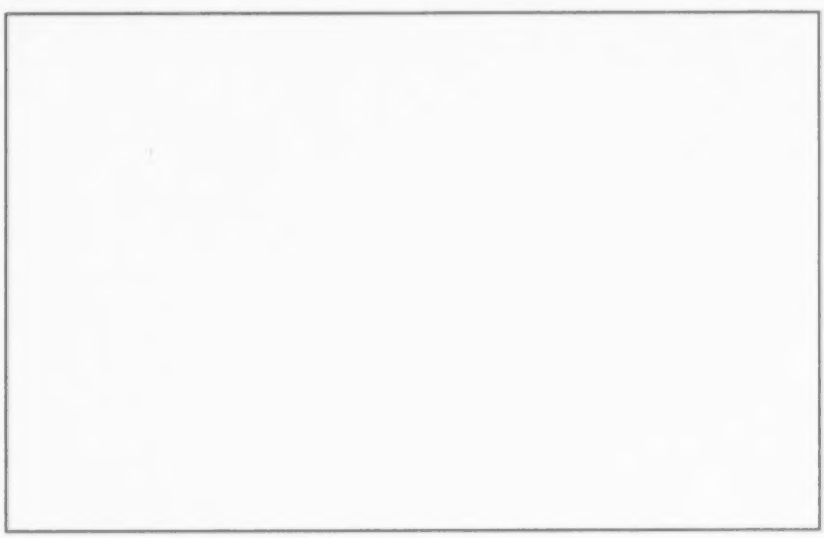
Why were these accessories selected?

_____

_____

_____

3. Shoes to be worn with the outfit



Why were these shoes selected?

4. Undergarments to be worn with the outfit

Why were these undergarments selected?

ASSIGNMENT SHEET 6

SELECTING CLOTHING 2

Name _____ Score _____

OBJECTIVE 22

Evaluate a label or tag.

INTRODUCTION

Although information on textile products can be obtained from sources such as pamphlets, newspaper articles, magazines, scientific publications, advertisements, and salespeople, the most reliable source of information is the label and/or tag itself. This will provide specific product information.

EXAMPLE:

INSTRUCTIONS

Reading Comprehension
- Gain factual information
- Draw conclusions

Functional Reading
- Interpret forms and records

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Part 1

Obtain a tag or label from a textile product. This could be a household product such as a bedspread or pillow. It could also be a pair of hose or a scarf. Attach the label or tag to this Assignment Sheet in the space provided below. Use the information provided in objective 21 and this Assignment Sheet to label information provided on the tag or label.

Part 2

1. What required information was contained on the label or tag?

2. What optional information was contained on the label or tag?

3. In your opinion was adequate information provided, or do you feel that more information should have been provided? Explain your answer.

   EXAMPLE: Mention categories of information that would have assisted you in the selection or care of this textile product.

ASSIGNMENT SHEET 7

SELECTING CLOTHING 2

Name _____ Score _____

OBJECTIVE 23

Interpret care label information.

INTRODUCTION

Reading Comprehension
- Gain factual information
- Draw conclusions

Functional Reading
- Interpret forms and records

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Cognitive Activities
- Collect/record information
- Draw conclusions
- Evaluate results/outcomes

Care labels must contain information on the care and maintenance required for the fabric or garment in regular use. Other information such as guarantees, warranties, and shrinkage expectancy often are included on the care label.

EXAMPLE:

INSTRUCTIONS | **Part 1**

Care labels often found in ready-made clothing and descriptions of what each means are listed in the chart below. This chart will assist you in completing the assignment that follows.

	WHEN LABEL READS:	IT MEANS:
MACHINE WASHABLE	Machine wash	Wash by any customary method including commercial laundering. (If no bleach statement is made, then all types of bleach may be used.)
	Do not commercially launder	Use laundering methods designed for residential use or use in a self-service establishment.
	Warm wash Warm rinse	Use warm water or warm washing machine setting 90°F to 110°F (comfortable to touch).
	Cold wash Cold rinse	Use cold water from tap or cold washing machine setting (temperature up to 85°F).
	Bleach when needed	All bleaches may be used when necessary.
	No bleach	No bleaches may be used.
	Only non-chlorine bleach when needed	Chlorine bleach may not be used.
	Wash separately	Wash alone or with like colors.
	Delicate or gentle cycle	Use appropriate machine setting (slow agitation and reduced time).
	Durable press cycle Permanent press	Use appropriate machine setting (cool down or cold rinse before short spin cycle).
	No spin	Remove wash load before final machine spin cycle.

	WHEN LABEL READS:	IT MEANS:
NON-MACHINE WASHING	Hand wash	Launder only by hand at hand comfortable water temperature. (If no bleach statement made, all bleaches may be used.)
	Hand wash with like colors	Launder only by hand with colors of similar hue and intensity.
HOME DRYING	Tumble dry	Dry in tumble dryer at specified setting — high, medium, low, or no heat.
	Tumble dry Remove promptly	Same as above, but if no cool-down cycle, remove at once when tumbling stops.
	Drip dry	Hang wet and allow to dry with hand shaping only.
	Line dry	Hang damp and allow to dry.
	No wring No twist	Hang dry, drip dry, or dry flat only. Handle to prevent wrinkles and distortion.
	Dry flat	Lay garment on flat surface.
	Block to dry	Maintain original size and shape while drying.
IRONING OR PRESSING	Cool iron	Set iron at lowest setting.
	Warm iron	Set iron at medium setting.
	Hot iron	Set iron at hot setting.
	Do not iron	Do not iron or press with heat.
	Steam iron	Iron or press with steam.
	Iron damp	Dampen garment before ironing.
MISCELLA-NEOUS	Dry clean	May be dry cleaned by normal method or in coin-operated dry cleaning machine.
	Professionally dry clean	Included with this term will be other instructions to be followed by your professional dry cleaner.

1. Obtain three garments containing different care labels. Write the information contained on each care label in the spaces provided. Next, interpret the information on each label using the information on the label and the preceding chart as a guide.

CARE LABEL READS	IT MEANS
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____

CARE LABEL READS	IT MEANS
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____

CARE LABEL READS	IT MEANS
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____

2. Do you feel that each of the care labels provided adequate information to enable you to properly care for each garment?

_____

3. Explain your answer. _____

_____

_____

_____

_____

_____

Part 2

Care labels must be provided for fabric sold by the yard. In most instances, it will be necessary for you to request these labels. It is up to the customer to sew the care labels into the garment upon completion. The following care labels are provided in most fabric stores for fabric sold by the yard:

Machine Wash Warm	Machine Wash Warm Do Not Dry Clean
Machine Wash Warm Line Dry	Hand Wash Separately Use Cool Iron
Machine Wash Warm Tumble Dry Remove Promptly	Dry Clean Only
Machine Wash Warm Delicate Cycle Tumble Dry Low Use Cool Iron	Dry Clean Pile Fabric Method Only
	Wipe with Damp Cloth Only

1. Visit a fabric store. Write the information you found on a variety of care labels.

2. If you found fabric without a care label, ask an employee for the care label. Record the employee's response.

WRITTEN TEST

SELECTING CLOTHING 2

Name _____ Score _____

OBJECTIVE 1

Match terms associated with clothing selection to their correct definitions. Write the correct letters in the blanks.

A. textile
B. generic
C. finish
D. Federal Trade Commission

____ 1. One of the treatments or processes used to improve fabrics in various ways

____ 2. Constructed fabric or raw material suitable for use as cloth

____ 3. Group of fibers with similar characteristics

____ 4. The government agency charged with the responsibility of preventing unfair practices by interpreting and enforcing various laws and acts which protect the consumer

OBJECTIVE 2

List factors that influence buying habits. Write four factors that influence buying habits.

- _____
- _____
- _____
- _____

OBJECTIVE 3

Evaluated on Assignment Sheet 1.

May be photocopied for student use.

OBJECTIVE 4

Match types of places for purchasing clothing to their descriptions. Write the correct letters in the blanks.

A. department stores
B. specialty stores
C. discount stores
D. variety stores
E. mail-order/catalog stores
F. thrift shops and garage sales
G. manufacturers' outlets

____ 1. Usually offer garments with minor flaws; accept few returns

____ 2. Save the time and expense of going to a store; do not provide the opportunity to see the merchandise before purchasing

____ 3. Some sell discontinued styles at reduced prices and may remove labels from garments; other discount stores carry their own first-run merchandise

____ 4. Usually offer a full line of items and related services

____ 5. Usually sell one kind of apparel; sometimes feature unusual or hard-to-find items

____ 6. Usually do not offer a full line of items; customers must often serve themselves

____ 7. Provide an opportunity to purchase quality items at a greatly reduced price; generally no credit purchases are allowed, and items cannot be returned

OBJECTIVE 5

Evaluated on Assignment Sheet 2.

OBJECTIVE 6

State efficient shopping practices. Write six efficient shopping practices in the spaces provided.

- _____
- _____
- _____
- _____
- _____
- _____

May be photocopied for student use.

OBJECTIVE 7

State ways to be a courteous shopper. Write four ways in the spaces provided.

- _____
- _____
- _____
- _____

OBJECTIVE 8

Evaluated on Assignment Sheet 3.

OBJECTIVE 9

Complete statements about methods of paying for clothing purchases. Write three phrases regarding each method in the spaces provided.

Cash

- _____
- _____
- _____

Layaway

- _____
- _____
- _____

Credit

- _____
- _____
- _____

May be photocopied for student use.

OBJECTIVE 10

List ways to save money on clothing. Write ten ways to save money on clothing in the spaces provided.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

OBJECTIVE 11

List types of clothing sales. Write five types in the space provided.

- _____
- _____
- _____
- _____
- _____

OBJECTIVE 12

State questions to consider before purchasing a sale item. Write three questions in the spaces provided.

- _____
- _____
- _____

May be photocopied for student use.

OBJECTIVE 13

Evaluated on Assignment Sheet 4.

OBJECTIVE 14

List female and male figure types. Write four female and three male figure types in the spaces provided.

Female

- _____
- _____
- _____
- _____

Male

- _____
- _____
- _____

OBJECTIVE 15

State guidelines for judging the quality of clothing. Write eight guidelines in the spaces provided.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

May be photocopied for student use.

OBJECTIVE 16

Identify guidelines for purchasing accessories. Write an "X" in the blank before each correct answer.

____ 1. Select items that are easy to care for.

____ 2. Select multicolored silk items.

____ 3. Select accessories that are needed.

____ 4. Select items that call attention to your body size.

____ 5. Select items that complement or blend with the outfit that you plan to wear.

____ 6. Select accessories that can be worn with several outfits.

OBJECTIVE 17

Identify guidelines for purchasing shoes. Write an "X" in the blank before each correct answer.

____ 1. Wait until an end-of-season sale.

____ 2. Inventory your need for shoes before buying.

____ 3. Select shoes in bright colors.

____ 4. Always buy the same size.

____ 5. Try on the right shoe only.

____ 6. Get the best fit for your feet.

____ 7. Decide what clothes will be worn with the new shoes.

____ 8. Decide where the shoes will be worn.

OBJECTIVE 18

Identify guidelines for purchasing underclothes. Write an "X" in the blank before each correct answer.

____ 1. Examine the construction and care label very closely.

____ 2. Buy rayon and silk underclothes.

____ 3. Choose simple items.

____ 4. Try on underclothes such as bras before buying.

____ 5. Buy one size larger.

May be photocopied for student use.

OBJECTIVE 19

Evaluated on Assignment Sheet 5.

OBJECTIVE 20

Select from a list the provisions of the Care Labeling Law. Write an "X" in the blank before each correct answer.

_____ 1. Labels must be attached in a place where they will be easily located.

_____ 2. Care labels are sewn onto each fabric swatch sold at a fabric store

_____ 3. Labels must provide warning statement when the usual care methods seem to apply but do not.

_____ 4. Labels must be placed on removable garment parts.

_____ 5. Labels must be made from fibers which are nonirritating to the skin.

_____ 6. Labels must explain care and maintenance required in the regular use of the garment.

_____ 7. Care labels should contain pricing information.

OBJECTIVE 21

Distinguish between required and optional information found on tags and labels. Write an "R" for required information or an "O" for optional information in the blank before each answer.

_____ 1. price

_____ 2. size

_____ 3. manufacturer

_____ 4. generic name of the fiber contained in the fabric

_____ 5. brand name or trade name

_____ 6. special finishes

_____ 7. percentage by weight of the fiber present

May be photocopied for student use

OBJECTIVE 22	**Evaluated on Assignment Sheet 6.**
OBJECTIVE 23	**Evaluated on Assignment Sheet 7.**

May be photocopied for student use.

ASSIGNMENT SHEETS

OBJECTIVE 3

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

OBJECTIVE 5

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

OBJECTIVE 8

Assignment Sheet 3

Evaluated to the satisfaction of the instructor

OBJECTIVE 13

Assignment Sheet 4

Evaluated to the satisfaction of the instructor

OBJECTIVE 19

Assignment Sheet 5

Evaluated to the satisfaction of the instructor

OBJECTIVE 22

Assignment Sheet 6

Evaluated to the satisfaction of the instructor

OBJECTIVE 23

Assignment Sheet 7

Evaluated to the satisfaction of the instructor

WRITTEN TEST

OBJECTIVE 1

1. C
2. A
3. B
4. D

OBJECTIVE 2

Answer should include any four of the following:

- advertising
- fashion industry
- peer group
- lifestyle
- mood

OBJECTIVE 3

Evaluated on Assignment Sheet 1.

OBJECTIVE 4

1. G
2. E
3. C
4. A
5. B
6. D
7. F

OBJECTIVE 5

Evaluated on Assignment Sheet 2.

OBJECTIVE 6

Answer should include any six of the following:

- List needed items.
- Prepare a size card.
- Take small swatches of any items of clothing that you want to match.
- Make a list of the places you plan to shop.
- Shop alone.
- Shop when you have plenty of time.
- Become familiar with brand names and care labels.
- Dress appropriately.
- Try on clothes and shoes for a perfect fit.

OBJECTIVE 7

Answer should include any four of the following:

- Refold any merchandise after you have taken it from a counter.
- Follow the store's policy on rehanging clothes after you have tried them on for fit.
- Respect salespeople by speaking politely to them.
- Be courteous to other shoppers.
- Be very careful when trying on clothes to avoid getting makeup or soil on them.
- Return unwanted items to the store within one week if possible.

OBJECTIVE 8

Evaluated on Assignment Sheet 3.

OBJECTIVE 9

Each answer should include any three of the following:

Cash

- Costs less than buying on credit
- Keeps purchases within manageable limits
- Does not tie up future income
- Frees you to shop anywhere instead of limiting you to the stores that accept credit cards

Layaway

- Allows you to place deposit on desired item, so that the store will then hold the item until you pay off the balance
- Allows you to pay the balance all at once or in small payments within a specified time to gain possession of the item
- Creates the possibility of losing the item and the money paid in if you fail to complete the payments

Credit

- Increases present purchasing power
- Allows the use of clothing either before or while you pay for it
- Frees you from carrying large amounts of money or writing a check each time you buy
- Takes less time

- Makes returns or exchanges easier
- Allows overspending if you are not careful
- Results in a poor credit rating if you do not pay promptly
- Ties up future income
- Costs money for the service

OBJECTIVE 10

Answer should include any ten of the following:

- Choose stores that let you get the most for your money.
- Select the right time to make purchases.
- Examine the construction of garments.
- Study the care labels and tags to determine the expense of care.
- Buy the best quality that your budget will permit.
- Compare brands.
- Consider purchasing in quantity.
- Buy clothing you like and will wear.
- Buy simple, basic clothing that can be worn on numerous occasions.
- Avoid overinvesting in clothing that can be worn for only one occasion.
- Invest the largest part of your clothing budget in those articles that receive the most wear.
- Buy clothes that can be worn for more than one season.
- Plan purchases around one or two basic colors.
- Choose separates which can be mixed or matched.
- Choose accessories that go with more than one outfit.
- Understand the uses and cost of credit.
- Demand a refund, credit, or an exchange for defective merchandise.
- Develop and use home sewing skills.

OBJECTIVE 11

Answer should include all of the following:

- end-of-season sale
- clearance sale
- annual sale
- special purchase sale
- anniversary sale

OBJECTIVE 12

Answer should include any three of the following:

- Do you have an immediate or near-future need for the merchandise?
- Will the color and style fit into your wardrobe?
- Does the garment fit correctly or require only minor alterations?
- Can the garment be bought at a true savings?
- Is the construction or fabric flawed?

OBJECTIVE 13

Evaluated on Assignment Sheet 4.

OBJECTIVE 14

Answer should include any four female and all three male figure types.

Female

- girls
- young junior/teen
- junior petite
- junior
- miss petite
- misses
- women

Male

- boys
- teen boys
- men

OBJECTIVE 15

Answer should include any eight of the following:

- Fabric should be cut on the grain.
- Designs in fabric should match at the seam lines and openings.
- Seams should be uniform width, flat, and generous enough to prevent strain.
- Fabric allowances should be generous enough so the pleats, pockets, lapels, and facings do not appear strained.
- Stitching should be done with thread of a suitable weight and color.

- Reinforcements should appear in areas of strain.
- Hems should be uniform in width, flat, and invisibly stitched into place.
- Garment fasteners should be appropriately placed and firmly attached.
- Buttonholes should be cut on the grain of the fabric, smooth, and properly placed.
- Zippers should be of a suitable weight, length, strength, and color for the garment; should remain closed at the top when stress is applied.
- Linings should be smooth and of an appropriate weight and texture for the outer fabrics.
- Interfacings should be properly placed to give support and detail to the design.

OBJECTIVE 16

1, 3, 5, 6

OBJECTIVE 17

2, 6, 7, 8

OBJECTIVE 18

1, 3, 4

OBJECTIVE 19

Evaluated on Assignment Sheet 5.

OBJECTIVE 20

1, 3, 4, 6

OBJECTIVE 21

1.	O	5.	O
2.	O	6.	O
3.	O	7.	R
4.	R		

OBJECTIVE 22

Evaluated on Assignment Sheet 6.

OBJECTIVE 23

Evaluated on Assignment Sheet 7.

OBJECTIVE SHEET

MAINTAINING CLOTHING 3

INTRODUCTION

Once you have your wardrobe in place, the articles in it require proper storing, cleaning, and repairing. Caring for your wardrobe items will not only help you be prepared to dress for most occasions but also save you money and time shopping for replacements for items that have been ruined by improper care.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and Job Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with clothing care to their correct definitions.
2. State ways to increase the life of clothing.
3. Select from a list sources of cleaning care information for clothing.
4. State methods for cleaning clothing.
5. Select an appropriate cleaning care method for clothing. (Assignment Sheet 1)
6. State factors that affect laundry sorting groups.
7. Sort laundry into loads. (Assignment Sheet 2)
8. Classify sorted laundry loads as to proper water temperatures.
9. List guidelines for preparing clothing for laundering.
10. Match laundry products to their correct descriptions.
11. Record information from laundry product labels. (Assignment Sheet 3)
12. Identify the appropriate type of bleach for garment and fabric type. (Assignment Sheet 4)

13. List methods of drying clothes.

14. List ways to prepare clothes for dry cleaning.

15. Select from a list guidelines for ironing clothing.

16. State ways to store clothing properly.

17. List garments and household items that should be washed or dry cleaned in a given week. (Assignment Sheet 5)

18. Organize storage for clothing. (Assignment Sheet 6)

19. Iron a shirt or blouse. (Job Sheet 1)

20. Iron slacks. (Job Sheet 2)

21. Sew on a button. (Job Sheet 3)

22. Apply a hemmed patch. (Job Sheet 4)

23. Replace a hem. (Job Sheet 5)

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

  ☞ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with clothing care to their correct definitions.

- Write on the board "A stitch in time saves nine." Have the students relate the saying to clothing care and maintenance by giving examples of items of their clothing that have been ruined because proper care was not taken of the items.
- Use Information Sheet, objective 1 to discuss terms associated with clothing care.

Objective 2: State ways to increase the life of clothing.

- Use Information Sheet, objective 2 to discuss ways to increase the life of clothing.

- Show the students various types of hangers, and tell which ones are best for various purposes such as storing heavy coats, neckties, skirts, shoes, etc. Discuss the advantages of using padded hangers.

- Display on a bulletin board different types of clothing and lint brushes and rollers. You may be able to borrow samples from a department store.

- Obtain the emptied cardboard centers from fabric bolts. Show the students the care information printed on the ends.

Objective 3: Select from a list sources of cleaning care information for clothing.

- Use Information Sheet, objective 3 to discuss where to obtain clothing care information.

Objective 4: State methods for cleaning clothing.

- Use Information Sheet, objective 4 to discuss methods for cleaning clothing.

- Discuss special cleaning problems posed by delicate or non-colorfast fabrics, sweaters, and accessories.

- Have students volunteer to demonstrate the procedures outlined in Supplements 1 and 2. Provide all students with the Supplements to keep for future reference.

Objective 5: Select an appropriate cleaning care method for clothing. (Assignment Sheet 1)

- Have the students complete Assignment Sheet 1 at home.

Objective 6: State factors that affect laundry sorting groups.

- Use Information Sheet, objective 6 to explain the importance of factors that affect laundry sorting groups.

Objective 7: Sort laundry into loads. (Assignment Sheet 2)

- Discuss the sorting guide included in Assignment Sheet 2. Answer any questions about items not specifically listed in the guide.

- Have the students complete Assignment Sheet 2.

Objective 8: Classify sorted laundry loads as to proper water temperatures.

- Use Information Sheet, objective 8 to discuss selecting the proper water temperature for sorted laundry loads.

Objective 9: List guidelines for preparing clothing for laundering.

- Use Information Sheet, objective 9 to discuss preparing clothes for laundering.
- Use Supplement 3 to discuss ways to remove various stains.
- Demonstrate removing some of the more common stains.

Objective 10: Match laundry products to their correct descriptions.

- Use Information Sheet, objective 10 to discuss laundry products.
- Display laundry products, sorting them into groups according to their cleaning power.

  EXAMPLE: Mild soap, mild detergent, all purpose soap, and all purpose detergent

- Demonstrate how hard and soft water affect clothing and laundry detergents. To show how much more detergent is needed for hard water, put a cup of hard water in a bottle and a cup of soft water in another. Add detergent to each bottle and shake until an inch of suds forms. Keep accurate records of the amount of detergent used in each bottle.

  ☞ **NOTE:** Explain to the students that water containing certain minerals is called "hard water," which may leave a residue on clothing. After filtering to remove the minerals, the water is called "soft."

- Demonstrate the effect of fabric softeners on clothing. Wash and dry two loads of towels. Use fabric softener in one of the loads. Ask the students to determine which towels were rinsed with the fabric softener and which were not.

  ☞ **NOTE:** Fabric softeners can affect the absorbency of fabrics. This should be kept in mind when washing and drying such items as towels.

Objective 11: Record information from laundry product labels. (Assignment Sheet 3)

- Have the students complete Assignment Sheet 3.

Objective 12: Identify the appropriate type of bleach for garment and fabric type. (Assignment Sheet 4)

- Discuss appropriate uses for chlorine and non-chlorine bleach.

- Determine the effect of chlorine bleach on various fibers. Obtain small samples of fabrics made of wool, silk, cotton, nylon, and other fibers. Place a drop of chlorine bleach on each sample. Rub the sample between your fingers. Allow the students to see which fabrics were weakened by the bleach.

- Have the students complete Assignment Sheet 4.

Objective 13: List methods of drying clothes.

- Use Information Sheet, objective 13 to discuss methods of drying clothes.

- Write each method of drying clothes on the board, and ask the students to list the advantages and disadvantages of each.

- Display some of the many gadgets which are available for drying clothes indoors, such as a folding clothesline and an umbrella-type hanger. Discuss the practicality of each item.

- Provide all students with Supplement 4. Have a student volunteer demonstrate the procedure for blocking a sweater to the class.

Objective 14: List ways to prepare clothes for dry cleaning.

- Use Information Sheet, objective 14 to discuss ways to prepare clothing for dry cleaning.

- Tour a dry-cleaning establishment. Ask the tour guide to show the students the different types of equipment used in the dry-cleaning process.

- Encourage the students to compare prices charged by local dry-cleaning services.

Objective 15: Select from a list guidelines for ironing clothing.

- Use Information Sheet, objective 15 to discuss guidelines for ironing.
- Display and demonstrate various types of ironing and pressing equipment.
- Emphasize that students must use safety precautions when ironing.
- Demonstrate the procedure in Supplement 5.

Objective 16: State ways to store clothing properly.

- Use Information Sheet, objective 16 to emphasize the importance of storing clothes properly.
- Demonstrate the proper way of placing clothing on hangers.
- Discuss methods of moth-proofing clothing.

Objective 17: List garments and household items that should be washed or dry cleaned in a given week. (Assignment Sheet 5)

- Have the students complete Assignment Sheet 5. Ask them to indicate whether they think each item should be dry cleaned, hand washed, or machine washed. Were the students surprised by the amount of cleaning that needed to be done?

Objective 18: Organize storage for clothing. (Assignment Sheet 6)

- Invite a home storage consultant or a representative from a store which sells storage devices to discuss with the class ways to maximize whatever space is available for clothing storage.
- Have the students complete Assignment Sheet 6.
- Encourage the students to share with classmates any creative storage methods they devised while completing Assignment Sheet 6.

Objective 19: Iron a shirt or blouse. (Job Sheet 1)

- Demonstrate the procedure, and have the students complete Job Sheet 1.

Objective 20: Iron slacks. (Job Sheet 2)

- Demonstrate the procedure, and have the students complete Job Sheet 2.

Objective 21: Sew on a button. (Job Sheet 3)

- Demonstrate the procedures for sewing on flat and shank buttons, and have the students complete Job Sheet 3.

Objective 22: Apply a hemmed patch. (Job Sheet 4)

- Demonstrate how to repair a garment with a hemmed patch, and have the students complete Job Sheet 4.

Objective 23: Replace a hem. (Job Sheet 5)

- Demonstrate various hemming stitches, and have the students complete Job Sheet 5.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.

- Reteach and reevaluate if necessary.

- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- Give the Written Test.

  ☞ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.

- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- *A Handbook of Industry Terms.* New York: The Soap and Detergent Association, 1987.

  ☞ **NOTE:** This book contains terms associated with soaps and detergents. It is available from the Soap and Detergent Association, 475 Park Avenue South, New York, NY 10016.

- Kates, Donna. *Personal Clothing Management.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1985.

- Park, Jan. *Caution: Pesticides in the Laundry.* Oklahoma State University Extension Leaflet, L-1601. Stillwater, OK: Cooperative Extension Service, Oklahoma State University, 1988.

  — *Dress Out Pesticides.* Oklahoma State University Extension Leaflet, L-1601. Stillwater, OK: Cooperative Extension Service, Oklahoma State University, 1988.

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- *The Vogue/Butterick Step-by-Step Guide to Sewing Techniques.* New York: Prentice Hall, 1989.

☑ **NOTE:** The following are available from the Maytag Company, Consumer Education, Newton, IA 50208.

- *Choosing the Right Laundry Additives.* Form no. 184YG, 1993.

- *The Facts of Laundry.* Form no. 181YG, 1993.

- *Stain Removal Guide.* Form no. 19YG, 1993.

Electronic Media

- *Laundry Basics.* VHS, 16 minutes. Form 294YG, Newton, IA: Maytag Company.

  ☑ **NOTE:** This videotape discusses water conditions, detergent, bleach, and fabric softeners. Contact the Maytag Company, Consumer Education, Newton, IA 50208 to order this video on a free-loan basis or to purchase.

- *Personal Clothing Management: Care and Maintenance* (includes one program *Proper Ironing Techniques*). VHS, 9 minutes, 1986. HE7020. Oklahoma Department of Vocational and Technical Education.

  ☑ **NOTE:** This videotape is available for purchase from the Oklahoma Department of vocational and Technical Education/Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, OK 74047.

INFORMATION SHEET

MAINTAINING CLOTHING 3

OBJECTIVE 1

Match terms associated with clothing care to their correct definitions.

- **blends** — fabrics made from two or more different types of fibers

  ☛ **NOTE:** Usually, natural and synthetic fibers are combined to take advantage of the strengths of each fiber.

- **colorfast fabrics** — capable of being cleaned or washed without colors fading or "running"

- **darn** — to repair with threads or yarns worked into the fabric's weave or knit

- **dry cleaning** — cleaning clothing with a chemical instead of with water

- **durable-press** — a chemical finish applied to a fabric to reduce or end the need to press or iron a garment

- **mending** — steps taken to repair or improve clothing

  EXAMPLE: Ironing on a patch to reinforce a worn area; adding a decorative applique that conceals an unfortunate stain; darning

- **natural fabric** — fabric made from fibers that retain the basic chemical structure of the original plant or animal from which the fabric was made

- **noncolorfast** — fabrics whose colors fade or "run" during dry cleaning or washing

- **patch** — to repair with an extra piece of fabric sewn over the hole or rip to replace or strengthen the damaged area

- **pretreating** — the step taken before a garment is laundered or dry-cleaned to treat heavy soil or spots in the garment so they will be removed during the actual washing

- **synthetics** — fabrics that are made entirely from chemicals

  EXAMPLE: Nylon, polyester, acrylic

OBJECTIVE 2

State ways to increase the life of clothing.

- Avoid wearing an outfit two days in a row.

  ☛ **NOTE:** A garment will look better and last longer if given a rest. This will allow the fibers to return to their original shape.

- Hang clothes properly.

  ☛ **NOTE:** Use a sturdy hanger when hanging your clothes to help garments hold their shape. Space the hangers a few inches apart on the closet rod. The fibers need air to "breathe." Be sure that clothes are hanging straight and even on the hanger. Buttons should be buttoned, and zippers should be zipped. Be sure the lapels and sleeves are not twisted.

- Brush clothes that will be worn repeatedly between cleanings.

  ☛ **NOTE:** Brushing removes the day's dirt and grit which can be harmful to the fibers.

- Remove spots as soon as possible.

  ☛ **NOTE:** The longer spots remain, the harder they are to remove.

- Carry as few items as possible in your pockets.

  ☛ **NOTE:** Carrying items in pockets causes sagging.

- Store out-of-season clothes, except those which have been dry cleaned, in zipped garment bags.

  ☛ **NOTE:** Garments should be cleaned before storing, but do not store in sealed bags. Inside sealed bags, dry-cleaning chemicals could harm the fabric.

- Follow the care label instructions.

- Hang clothes in air to freshen.

OBJECTIVE 3

Select from a list sources of cleaning care information for clothing.

- Tags and labels on clothes

  ☛ **NOTE:** See Unit 2 for more information on tags and labels.

- Fabric references in textbooks
- Washing-machine instruction booklets
- Attendant at a dry-cleaning business
- Soap and detergent labels

OBJECTIVE 4

State methods for cleaning clothing.

- Laundering
  - Hand washing
  - Home washing machine
  - Laundromat
  - Commercial laundry
- Dry cleaning
  - Professional dry-cleaning business
  - Dry cleaning at home

    ☛ **NOTE:** Dry cleaning at home is usually limited to spot removal with cleaning chemical carbon tetrachloride. Use this carefully, and follow label directions EXACTLY.

OBJECTIVE 5

Complete Assignment Sheet 1.

OBJECTIVE 6 **State factors that affect laundry sorting groups.**

☞ **NOTE:** Clothes should be sorted into groups that can be washed and dried together using the same water temperature, cleaning products, and dryer temperature.

- Color

  EXAMPLE: Whites, colorfast items, noncolorfast items

- Soil type

  EXAMPLE: Light, normal, greasy, or heavy soil

- Fabric and fabric finish

  EXAMPLE: Cottons and linens; synthetics and durable-press; delicates; items that will produce lint

OBJECTIVE 7 **Complete Assignment Sheet 2.**

OBJECTIVE 8 **Classify sorted laundry loads as to proper water temperatures.**

☞ **NOTE:** To conserve energy use the coolest water temperature possible for desired results.

- Hot (96°C or 140°F)
  - Sturdy whites/colorfast pastels
  - Heavily soiled durable-press, wash and wear, and work clothes
- Warm (72-80°C or 100-110°F)
  - Lightly soiled durable-press or wash and wear
  - Noncolorfast colors
  - Nylons, polyesters, acrylics
- Cold (62°C or cooler, or 80°F or cooler)
  - Very delicate colors and fabrics

- ☐ Very lightly soiled fabrics
- ☐ Washable silks and washable woolens

OBJECTIVE 9

List guidelines for preparing clothing for laundering.

- Mend any rips.
- Pretreat any stains.
- Remove trims, belts, buttons, and fancy zipper pulls that are not washable.
- Sew on loose buttons or hooks.
- Close zippers and hooks.

  ☛ **NOTE:** They might snag fabrics if left open. Twisting may ruin polyester/nylon zippers.
- Tie loose ties and fasten attached belts to prevent tangling.
- Empty pockets and turn them and any pants cuffs inside out; brush away lint and loose dirt.
- Turn items wrong side out as needed.

  EXAMPLE: Painted fabrics, items with heavy shoulder pads

  ☛ **NOTE:** Socks and heavily soiled clothing should be laundered right side out.

OBJECTIVE 10

Match laundry products to their correct descriptions.

- **mild detergent** — used for delicate clothes and light soils
- **all-purpose/all temperature detergent** — used for general laundry and normal soils
- **cold water detergent** — used for sensitive colors, synthetics, and light soils

- **heavy duty detergent** — used for heavily soiled clothing and hot water washing

  ☞ **NOTE:** Detergent usage has increased because of increased consumer purchases of synthetics and because detergents use less hot water than soaps. Detergents often contain bleaches and water conditioners.

- **soaps** — products that are especially recommended for washing clothing made from natural fibers; cleansing action results because of a chemical reaction of a fat product, alkali, and water being combined during laundering

  ☞ **NOTE:** Clothes must be rinsed thoroughly. Soaps can leave a scum and make clothes look dirty if not used in soft water. Soaps are biodegradable.

- **bleaches** — chemical products used to remove stains, loosen soil quickly, destroy bacteria, and help clothes stay white

  EXAMPLE: Chlorine bleach (liquid)

  ☞ **NOTE:** Chlorine bleach is the strongest kind. Silks, wools, and elastic fibers are destroyed by chlorine bleach.

- **fabric softeners** — chemical products added to the rinse water during laundering to give a soft, smooth feeling to clothes, to lubricate the surface of the fabric so an iron will glide more easily, and to prevent static electricity or clinging of clothes

  ☞ **NOTE:** Fabric softeners are available in liquids, aerosol sprays, and saturated paper products. Fibers and spray may damage appliances. Check the appliance care directions before using.

⚠ **NOTICE:** Some softeners may cause stains on certain polyester fabrics.

- **starches** — liquids, sprays, or powders used to give added body to garments and to increase soil resistance

  ☞ **NOTE:** Depending on the type of starch selected, starch can be added at the end of the laundry cycle or applied before or during ironing.

OBJECTIVE 11 **Complete Assignment Sheet 3.**

OBJECTIVE 12 **Complete Assignment Sheet 4.**

OBJECTIVE 13 **List methods of drying clothes.**

- Line drying

  ☛ **NOTE:** Line drying offers considerable energy savings.

  - Use a clean clothesline and clothespins.

    ☛ **NOTE:** Do not leave clothespins on the line when they are not in use. Wooden clothespins rot, the metal on plastic clothespins rust, and all types become dirty when left in the elements.

  - Hang wet clothes immediately.

    ☛ **NOTE:** Straighten clothes as they are hung on the line. Most fabrics will dry like they are hung, i.e. with wrinkles and creases.

  - Keep the shape of the clothes in mind when hanging them.

    ☛ **NOTE:** Hang dresses and shirts with a clothes pin at the outer edge of each shoulder. Close the top and bottom buttons of shirts and hang them with the tails smooth over the line.

- Machine drying

  - Read the dryer instructions.

    ☛ **NOTE:** Select the cycle recommended for the fabric of the garment.

  - Remove clothes immediately after they have dried to prevent wrinkles.

    ☛ **NOTE:** Overdrying can cause shrinkage and set-in wrinkles.

- Flat drying
  - ☐ Block the garment if necessary.

    ☛ **NOTE:** Blocking a garment is the procedure of drawing the outline of the dry garment on the surface where the garment will be dried. After the garment has been washed it is reshaped to fit this outline.
  - ☐ Towel dry the garment for fastest drying results.
  - ☐ Lay on a flat surface for drying.

    EXAMPLE: Floor, drying screen

OBJECTIVE 14

List ways to prepare clothes for dry cleaning.

☛ **NOTE:** Read the care labels on garments to determine if dry cleaning is required.

- Empty pockets.
- Close zippers.
- Remove fragile items.

  EXAMPLE: Special buttons and trims
- Brush lint from the garment.

  ☛ **NOTE:** Pay close attention to collars and cuffs.
- Make any necessary repairs or ask that repairs be made by the dry cleaner.

  EXAMPLE: Ripped seams
- Show stains or spots to the cleaning attendant.

OBJECTIVE 15

Select from a list guidelines for ironing clothing.

☛ **NOTE:** Ironing may not always be necessary. Sometimes wrinkles can be removed by hanging clothes in the fresh air. Also wrinkles can be removed by steaming them out. Hang clothes in a bathroom while a shower or bath is being taken. This method is good for removing wrinkles from woolens.

- Read the care labels for fabric content and iron temperature.
- Iron in the direction of the lengthwise threads.

  ☛ **NOTE:** Crosswise or diagonal ironing may stretch some fabrics out of shape. The lengthwise threads will be the firmest when you tug on them. The crosswise threads will be stretchy.

- Iron each section before moving to the next section.

  ☛ **NOTE:** Iron sections in order for best results. See Job Sheets 1 and 2 for a suggested order.

- Iron thick hems, pockets, facings, and other double thickness parts on the wrong side.

  ☛ **NOTE:** This will help prevent the surface from looking shiny.

- Iron with extra care around buttons and zippers to avoid tearing or melting.
- Use safety precautions.

  EXAMPLE: Never put a hot iron on a fabric unless you are sure it can tolerate the heat; test it first on a seam allowance.

  When not in use, do not leave the hot surface of an iron flat on the ironing board. Turn the iron to OFF and unplug it when you're finished ironing. Allow the iron to cool before putting it away.

OBJECTIVE 16

State ways to store clothing properly.

- Place clothes that need to be washed in a container that allows for air circulation.
- Make any needed repairs as soon as possible.

- Zip and button clothes to prevent wrinkles while they are on the hanger.
- Fold, rather than hang, knits that stretch.
- Store nylon hosiery in plastic bags to prevent snagging.
- Store woolen items in areas that have been mothproofed.
- Use dividers or plastic organizers to store small items.

  ☛ **NOTE:** This will prevent small items such as jewelry, gloves, and socks from being lost in the drawer. Egg cartons are great for storing small pieces of jewelry, and cardboard shoe boxes can be used instead of purchasing dividers.

OBJECTIVE 17 **Complete Assignment Sheet 5.**

OBJECTIVE 18 **Complete Assignment Sheet 6.**

OBJECTIVE 19 **Complete Job Sheet 1.**

OBJECTIVE 20 **Complete Job Sheet 2.**

OBJECTIVE 21 **Complete Job Sheet 3.**

OBJECTIVE 22 **Complete Job Sheet 4.**

OBJECTIVE 23 **Complete Job Sheet 5.**

Hand Wash a Garment

☛ **NOTE:** Some clothing is made of delicate fabrics, such as silk, sheer nylon, lace, or wool. These garments should not be washed in a machine. Washing garments by hand may also be a good idea if the item is noncolorfast or will fade, causing other garments in the same water to absorb the dye color.

EQUIPMENT AND SUPPLIES

- Soiled garment
- Cleaning products
- Clean tub or sink
- Towel
- Nonrust hanger

PROCEDURE

1. Read the garment's care label for special washing instructions and warnings.
2. Select the proper cleaning product or soap that is safe for use on the garment.
3. Remove any nonwashable trims or buttons.

   EXAMPLE: Leather, suede, or wood buttons
4. Pretreat any bad stains or soils with a mild product safe for this purpose.
5. Wash the garment in a clean tub or sink.

   ☛ **NOTE:** Be sure to use the correct water temperature for the fabric and the cleaning product.

May be photocopied for student use.

6. Rinse the garment thoroughly.

CAUTION: Do not twist or wring the garment, especially if the care label warns against this. This could alter the shape of the garment or damage the fibers.

7. Dry the garment.

   - Lay it flat on a thick, absorbent towel.

     OR

   - Hang it on a nonrust hanger over a tub or sink to catch drips.

     OR

   - Tumble dry it gently in a dryer at low heat if the care label suggests this method.

May be photocopied for student use.

Clean Accessories

The following instructions can be used when cleaning most accessories. Some items such as collars and belts may need to be professionally cleaned. It is important to read the care instructions before attempting any cleaning procedures.

Gloves

1. Wash in warm water and a mild detergent.
2. Rub heavily soiled areas.
3. Rinse thoroughly.
4. Roll in a towel to remove excess moisture.
5. Lay flat to dry.

Scarves and sweaters

1. Wash in lukewarm water and a mild detergent.
2. Squeeze the suds through without rubbing or twisting.
3. Rinse well.
4. Gently squeeze out the water.
5. Roll in a towel to remove excess moisture.
6. Lay flat to dry.

Leather items — Follow the care instructions; a special cleaner may be required.

May be photocopied for student use.

Plastic items — Wipe with mild soapy water, rinse, and towel dry fabric tote bags or back packs.

1. Scrub lightly with a soft brush and mild suds.
2. Rinse well.
3. Blot with a towel and hang to dry.
4. Protect the surface by spraying with a soil resistant spray.

Hats and caps

1. Wash in a mild detergent and warm water.
2. Do not twist or wring.
3. Reshape for drying.

☞ **NOTE:** It may be helpful to stuff paper inside the cap or hat to retain its shape, or allow it to dry on a wig head. Cap washers are also available in stores to help ball caps keep their shape. These can even be used in the dishwasher.

May be photocopied for student use.

Prepare Clothing for Laundering

If some of your clothes have very heavily soiled spots or stains, such as body oils and makeup on collars and cuffs, pretreat those soiled spots before washing the clothes. The soiled areas and stains should be brushed with a thick mixture of detergent and water or a full-strength liquid detergent. Synthetic fabrics and durable-press finishes seem to hold greasy soils more than other fabrics. These may need pretreating often. Many special pretreating spray products are available for heavily soiled areas. Read the labels of all laundry products before using them because some may not be suited to all fabrics.

STAIN REMOVAL GUIDE FOR WASHABLE FABRICS

Chocolate and Cocoa	Soak in cold water. If colored stain remains, pretreat with detergent paste and launder in water as hot as safe for the fabric.
Coffee and Tea	Pour boiling water through taut fabric. Launder in hot water.
Cosmetics	Pretreat with detergent paste. Launder in hot water.
Crayon	Loosen stain with cooking oil. Add detergent, working until outline of stain is removed. Launder.
Egg	Scrape off excess. Soak in cool water and then launder in hot water.
Fruits and Berries	For cherry, peach, pear, and plum stains, soak at once in cool water. For other fruits, pour boiling water through stain. Launder.
Grease and Oil	Scrape off as much grease as possible. Rub detergent paste into stain. Launder in hot water with plenty of detergent.

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STAIN REMOVAL GUIDE FOR WASHABLE FABRICS (Cont.)

Ice Cream	Soak in cool water. Then treat with detergent paste. If chocolate or fruit remains, follow directions for those stains.
Ink (ball-point)	Use hair spray or alcohol if fiber permits. Rub white petroleum jelly into stain. Pretreat with detergent paste and launder. If fabric permits, add bleach.
Mildew	Launder in hot water. If possible, dry in the sun.
Mustard	Pretreat with cool water and detergent. Launder.
Perspiration	Pretreat stain with detergent paste. If stain persists, apply ammonia to fresh stain and white vinegar to old stain. Rinse with water and then launder.
Scorch	Pretreat with hot water and detergent. If stain remains, rub with suds. Add bleach if fabric permits. Launder in hot water.
Candle Wax and Paraffin	Place the stain between clean white blotters or several layers of facial tissues and press with warm iron. To remove remaining stain, sponge with a dry-cleaning fluid. Rinse and then launder.
Chewing Gum	Harden gum by rubbing it with ice. Scrape off excess with dull knife. If a stain remains, sponge with a dry-cleaning fluid, rinse, and then launder.
Shoe Polish	Scrape off as much as possible. Pretreat with detergent paste and then launder.

May be photocopied for student use.

STAIN REMOVAL GUIDE FOR WASHABLE FABRICS (Cont.)

Soft Drinks	Sponge immediately with cool water. Launder.
Tomato	Sponge area with cold water. If stain remains, pretreat with detergent paste. Launder in hot water with bleach.
Grass and Foliage	Rub detergent paste into stain. If necessary use a mild bleach. Launder in hot water.
Blood	While stain is fresh, soak in cold water. Work in detergent paste. Launder in warm water. If the stain persists, soak again with bleach. Relaunder.

☛ **NOTE:** To be certain the fabric is colorfast, test the stain removal procedure on an inconspicuous spot such as a seam allowance or an inset pocket. This is especially important when using bleach, as recommended for the last three types of stains.

May be photocopied for student use.

Block A Sweater

☛ **NOTE:** In most cases, sweaters should be hand washed and should be laid flat to dry.

EQUIPMENT AND SUPPLIES

- Container for washing

  EXAMPLE: Sink, dish pan, bathtub

- Warm water
- Mild detergent
- Paper

  ☛ **NOTE:** Paper should be large enough to draw the outline of the sweater. A brown paper sack cut open works well.

- Pencil

  ☛ **NOTE:** Use a type of pencil that will not smudge or fade on the damp sweater.

- Towel

PROCEDURES

1. Read the garment label for care instructions.
2. Lay the sweater on the paper and trace its outline.
3. Add the detergent to warm water following instructions on the detergent package.
4. Soak the sweater for five minutes.
5. Gently squeeze suds through the sweater.

   ☛ **NOTE:** Be careful not to wring or twist the sweater.

6. Rinse the sweater thoroughly in cool water until the suds are out.

   ☛ **NOTE:** More than one rinse water may be required.

May be photocopied for student use.

7. Gently squeeze as much water from the sweater as possible.

   ☛ **NOTE:** For quicker drying, gently roll the sweater in the towel to remove excess moisture.

8. Carefully reshape the sweater to the outline drawn on the paper.

9. Lay the sweater flat to dry.

   ☛ **NOTE:** If the sweater is wrinkled after drying, press with a cool iron on the wrong side.

May be photocopied for student use.

Use a Pressing Cloth to Press a Wool Garment

☛ **NOTE:** To prevent scorching or a shiny appearance of the fabric, a damp pressing cloth should be used on fabrics such as wool and silk. The pressing cloth protects the fabric from the heat of the iron, and the extra moisture helps to remove wrinkles that have become set.

EQUIPMENT AND SUPPLIES

- Ironing board
- Iron
- Wool garment (or piece of wool fabric)
- Wool pressing cloth
- Hanger

☛ **NOTE:** Wool is the recommended material, but a cotton cloth may be used if wool is not available.

PROCEDURE

1. Set up an ironing station.
2. Preheat the iron (WOOL setting).
3. Moisten the wool pressing cloth; remoisten as needed.
4. Position the garment on the ironing board, wrong side out.

☛ **NOTE:** Buttonholes, pockets, and collars may have to be pressed on the right side.

5. Position the cloth over the first area to be pressed.
6. Press the garment, keeping the iron on the pressing cloth.
7. Continue by moving the cloth and pressing the garment in sections until finished.
8. Hang the pressed garment on the hanger.

May be photocopied for student use.

ASSIGNMENT SHEET 1

MAINTAINING CLOTHING 3

Name _____ Score _____

OBJECTIVE 5

Select an appropriate cleaning care method for clothing.

INTRODUCTION

You already know about the cost of buying and making your own clothes. Now, think about cleaning and caring for those clothes. The cost of doing this is fairly low. The cost of not doing this can be very high. The wrong storage or laundry method can ruin even the best fabric.

You can decide whether to wash or dry clean a garment by following advice from several places: tags and labels on clothes, fabric references in textbooks, washing-machine instruction booklets, or an attendant at a dry-cleaning business. Carefully read the care label before using any cleaning method. If you sew some of your clothing, be sure to read the care instructions on the ends of the fabric bolts.

INSTRUCTIONS

Reading Comprehension
- Gain factual information
- React to written material

Research and Reference
- Select useful resources

Functional Reading
- Interpret forms and records

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Part 1

Using a garment (new or already owned), select an appropriate cleaning method. Complete the following statements.

Cleaning Method

1. The description of the garment is _____

   _____

2. Which source(s) of information/advice did you use to select the method? Why?

   _____

   _____

3. The directions or a description of the methods that were recommended for the garment cleaning care were

   _____

   _____

4. The estimated cost of garment cleaning care (e.g., laundry products, dry cleaning, or commercial cleaning costs) was

_____

5. The cost of replacing the garment if ruined through improper cleaning care would be

_____

Part 2

Determine the care required for clothing items by examining the care labels on eight items in your wardrobe. List the information from the labels in the following blanks.

EXAMPLE:

Item 1 — Blue sweater

Fabric content — 100 percent wool

Cleaning instructions — Dry clean only

1. Item 1 _____

   Fabric content _____

   Cleaning instructions _____

2. Item 2 _____

   Fabric content _____

   Cleaning instructions _____

3. Item 3 _____

   Fabric content _____

   Cleaning instructions _____

4. Item 4 _____

   Fabric content _____

   Cleaning instructions _____

5. Item 5 _____

   Fabric content _____

   Cleaning instructions _____

6. Item 6 _____

   Fabric content _____

   Cleaning instructions _____

7. Item 7 _____

   Fabric content _____

   Cleaning instructions _____

8. Item 8 _____

   Fabric content _____

   Cleaning instructions _____

   _____

   _____

ASSIGNMENT SHEET 2

MAINTAINING CLOTHING 3

Name _____ Score _____

OBJECTIVE 7

Sort laundry into loads.

INTRODUCTION

The purpose of sorting is to separate the items that could in some way damage other garments. Typical separate bundles might include the following items.

Functional Reading
- Interpret forms and records
- Follow written instructions

☛ **NOTE:** Items that have a strong tendency to fade or shed lint should be washed separately.

INSTRUCTIONS

Using the Information Sheet and this sorting guide, sort laundry provided by your instructor.

Sturdy White and Colorfast Items	**Noncolorfast Items**	**Heavily Soiled Clothes**	**Delicate Items**
Towels Sheets Pillowcases Handkerchiefs Shirts Cotton underwear Diapers (should be washed alone or with other items of similar soil)	Sport clothes Dresses Blouses Children's play clothes Pajamas Colorful household linens	Work clothes Play clothes Active-sport clothes Throw rugs	Fragile blouses Lingerie Sheer curtains

Cognitive Activities
- Analyze/synthesize information
- Transfer knowledge/training to new situations

ASSIGNMENT SHEET 3

MAINTAINING CLOTHING 3

Name _____ Score _____

OBJECTIVE 11

Record information from laundry product labels.

INTRODUCTION

Many laundry products are available. To obtain the desired results, you must understand how to use the products and follow the directions. Failure to follow the directions may result in damage to the clothes or the washing machine.

INSTRUCTIONS

Reading Comprehension
- React to written material

Functional Reading
- Interpret forms and records

Operation and Calculation
- Calculate with decimals
- Solve formulae and equations

Data Analysis and Display
- Collect/record data

Functional Math
- Solve practical problems

Record information from laundry product labels in the spaces provided.

To determine the cost per washer load, divide the ounces needed for one load (there are 8 ounces in a cup) into the total ounces of the product. Divide the figure you get into the price of the product.

EXAMPLE: A 42-ounce box of detergent costs $1.79. It takes 1¼ cups (10 oz.) to wash a load of clothes.

42 oz. ÷ 10 oz. = 4.2 loads per box

$1.79 ÷ 4.2 = $0.426 or 42.6¢ per load

1. Detergent

   a. Brand name _____

   b. Manufacturer's 800-number _____

   _____

   c. Directions for use _____

   _____

   d. Types of fabrics on which product can be used

   _____

   _____

e. Types of fabrics on which the product should not be used

_____

_____

f. Caution statement _____

_____

g. Net weight of contents _____

h. Cost per washer load _____

i. List of ingredients _____

_____

2. Detergent

a. Brand name _____

b. Manufacturer's name and address _____

_____

c. Directions for use _____

_____

d. Types of fabrics on which the product can be used

_____

_____

e. Types of fabrics on which the product should not be used

_____

_____

f. Caution statement _____

_____

g. Net weight of contents _____

h. Cost per washer load _____

i. List of ingredients _____

_____

3. Bleach

a. Brand name _____

b. Manufacturer's name and address _____

_____

c. Directions for use _____

_____

d. Types of fabrics on which the product can be used

_____

_____

e. Types of fabrics on which the product should not be used

_____

_____

f. Caution statement _____

_____

g. Net weight of contents _____

h. Cost per washer load _____

i. List of ingredients _____

_____

4. Brightener

a. Brand name _____

b. Manufacturer's name and address _____

_____

c. Directions for use _____

_____

d. Types of fabrics on which the product can be used

_____

_____

e. Types of fabrics on which the product should not be used

_____

_____

f. Caution statement _____

_____

g. Net weight of contents _____

h. Cost per washer load _____

i. List of ingredients _____

_____

5. Fabric softener

a. Brand name _____

b. Manufacturer's name and address _____

_____

c. Directions for use _____

_____

d. Types of fabrics on which the product can be used

_____

_____

e. Types of fabrics on which the product should not be used

_____

_____

f. Caution statement _____

_____

g. Net weight of contents _____

h. Cost per washer load _____

i. List of ingredients _____

_____

6. Starch

a. Brand name _____

b. Manufacturer's name and address _____

_____

c. Directions for use _____

_____

d. Types of fabrics on which the product can be used

_____

_____

e. Types of fabrics on which the product should not be used

_____

_____

f. Caution statement _____

_____

g. Net weight of contents _____

h. Cost per washer load _____

i. List of ingredients _____

_____

ASSIGNMENT SHEET 4

MAINTAINING CLOTHING

3

Name _____ Score _____

OBJECTIVE 12

Identify the appropriate type of bleach for garment and fabric type.

INTRODUCTION

To improve appearance and prevent permanent damage, the proper selection of a bleaching product is very important. The following chart discusses the basic types of bleach for home use.

Basic Types of Bleach for Fabrics

Chlorine Bleach - liquid and granule forms

- **Where to Use**
  - Chlorine bleach is used as a whitener and spot remover.
  - Chlorine bleach can be used on all washable, colorfast, natural fabrics such as cotton and linen. It cannot be used, however, on fabrics made of protein fibers such as wool, silk, mohair, and leather.
  - Chlorine bleach is safe on all washable, colorfast, synthetic, and permanent press fabrics except spandex and some nylons.

    ☞ **NOTE:** If you are uncertain about the colorfastness of a fabric, apply one drop of a test solution (1 tablespoon of bleach mixed with 1/4 cup of water) to a seam allowance, inset pocket, or some other inconspicuous spot. Let the solution stand for one minute so it can penetrate the fabric, then blot dry. If the color is unchanged, it may be chlorine bleached.

- **When to Add** — Chlorine bleach may be added to:
  - the wash water before the clothes are added

- the wash water mid-way during the wash cycle after the bleach has been diluted with water (1 cup to 1 quart of water)

- the bleach dispenser on the washer according to the washer manufacturer's directions

- **Precautions to Heed**

  - Undiluted chlorine beach is very powerful and may harm or fade fabrics if applied directly.

  - Do not mix chlorine bleach with products containing ammonia or acids. Such mixtures can also produce noxious fumes.

  - Do not use chlorine bleach if excessive amounts of iron are in the water because fabric discoloration may occur.

  - Some fabrics become yellow when bleached.

    ☞ **NOTE:** To remove this yellowing, soak the fabric in a packaged color remover following the manufacturer's directions or in a solution of sodium thiosulfate.

Non-chlorine Bleach - Liquid and granular forms

- Where to Use

  - Non-chlorine bleach is a whitener and soil remover.

    ☞ **NOTE:** Non-chlorine bleaches often contain other cleaning agents such as phosphates (water softener) and enzymes.

  - Non-chlorine bleach is safe for most colored washable fabrics.

  - Non-chlorine bleach works best in hot water or in a soak. As water temperature decreases, soak time should be increased.

    ☞ **NOTE:** If you are uncertain about the colorfastness of a fabric, apply one drop of a test solution (1 teaspoon of non-chlorine bleach mixed with 1 cup of hot water) to a seam allowance, inset pocket, or some other inconspicuous spot. Let the solution stand for ten minutes so it can penetrate the fabric, blot dry. If the color is unchanged, it may be non-chlorine bleached.

- **When to Add**
  - Non-chlorine bleach may be added at any point before or during the wash cycle.
- **Precautions to Heed**
  - Do not add chlorine bleach to a wash or soak containing non-chlorine bleach; one cancels the cleansing effect of the other.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Cognitive Activities
- Draw conclusions
- Apply new technology

Using the information on the previous pages, decide which would be the appropriate type of bleach for each of the following items. Write either a "C" or "N" in the blank before the description of the item.

C. Chlorine bleach N. Non-chlorine bleach

____ 1. Diaper

____ 2. Wool sweater

____ 3. Silk blouse

____ 4. White T-shirt

____ 5. Nylon/spandex bathing suit

____ 6. Multicolored dish towel

____ 7. White cotton socks

____ 8. Denim jeans

____ 9. Washable linen dress

____ 10. White poly/cotton sheet

ASSIGNMENT SHEET 5	*MAINTAINING CLOTHING*	3

Name _____ Score _____

OBJECTIVE 17 **List garments and household items that should be washed or dry cleaned in a given week.**

INSTRUCTIONS In the space below, list the garments and household items that should be cleaned in a given week in your home.

ASSIGNMENT SHEET 6

MAINTAINING CLOTHING 3

Name _____ Score _____

OBJECTIVE 18

Organize storage for clothing.

INTRODUCTION

How you organize and keep your clothes in storage areas, such as closets, shelves, and drawers, is your own business. Your life-style, activities, and the clothes you wear will help you decide what arrangement is most convenient for you. Proper care and storage will keep garments looking new for a long time and aid in routine dressing.

INSTRUCTIONS

Using the guidelines and ideas below, organize your storage for clothing.

Functional Reading
- Follow written instructions

Cognitive Activities
- Evaluate alternatives
- Select an alternative
- Create a finished product
- Transfer knowledge/training to new situations

Redoing Your Closet

1. First, completely empty your closet. Stack similar items in piles.
2. Clean the closet wall, shelves, poles, and floor with a vacuum cleaner, soap and water, or whatever it takes to do the job. You may want to spray the clean closet with a disinfectant.
3. Make your plan for closet rearrangement while the empty closet dries and airs.
4. Replace your clothes, one by one, leaving out anything you no longer need or wear. Place items needing repairs aside until the work is done.

Closet Space Planning Ideas

- If you wear mostly pants and tops, you may want to install two hanging poles. To double your storage space, place one pole at waist height and one at shoulder height. Shirts or blouses can hang from the top pole, and pants or skirts beneath them.
- Place the garments you wear most often in easy-to-reach places. Also think of how you get dressed, what you put on first, second, and so on. Place them in that order.

- Things you usually wear together should be stored together, e.g., belts that match pants, vests with jackets.
- Store heavy items, such as shoes and boots, near the floor.
- Store lighter items, such as hats, bags, and accessories, on higher shelves.
- Place hooks on closet doors or end walls to keep belts or ties neatly organized and easy to find.
- Place long or seldom worn garments, such as formal wear and long coats, out of the way or in long garment bags for storage.
- If shoes tend to clutter the floor of your closet, you can double the storage area with a shelf placed several inches above the floor. A long board and four bricks will create a useful second shoe shelf in minutes. Use empty sturdy shoe boxes if you have no bricks. Inexpensive hanging shoe bags may be purchased.
- Shoes seldom worn can be kept in their original boxes, with their color or description written on the end of the box.
- Turn all hanger hooks in the same direction to keep them untangled. Use clean, nonrusty hangers.
- Place any out-of-season garments in the least handy part of your closet since you will not need these items for several months. Cover them with plastic bags to keep them clean.
- Never crowd clothes into your closet. Fabrics need air moving around them to stay fresh.

☛ **NOTE:** Organize your clothing drawers in similar steps. Place similar things together. Use empty shoe boxes, egg cartons, and other small containers as dividers inside the drawers. Roll socks with their mates. Use plastic bags to protect fragile sweaters. Paper linings will help keep the drawers clean.

Complete the statements that follow.

1. Describe your plan to organize storage for clothing.

_____

_____

_____

_____

2. Draw a sketch or attach a photo of the finished plan.

3. Advantages of the reorganized closet and/or drawers include

_____

_____

_____

_____

_____

_____

4. Total cost of the reorganized storage was _____

5. Hours spent in reorganization were _____

JOB SHEET 1

MAINTAINING CLOTHING 3

Name _____

OBJECTIVE 18

Iron a shirt or blouse.

EQUIPMENT AND SUPPLIES

- Blouse or shirt

  ☛ **NOTE:** The item to be ironed may be pre-dampened.

- Ironing board
- Iron
- Spray starch (optional)
- Sizing (optional)
- Hanger

  ☛ **NOTE:** If spray starch and sizing are used when ironing, the garment will have more body and shape.

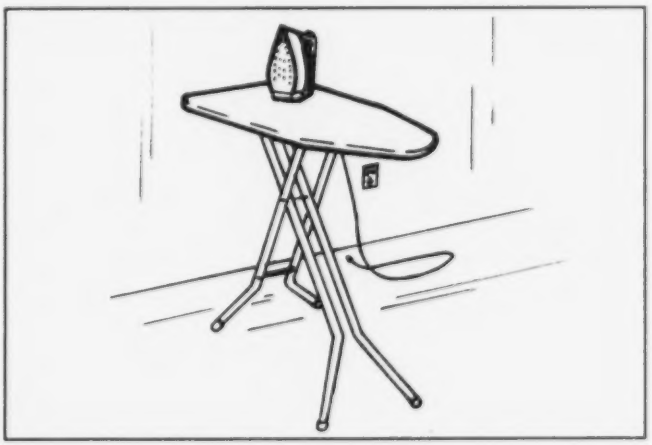
PROCEDURE

Functional Reading
- Interpret forms and records

Cognitive Activities
- Create a finished product
- Apply new technology

☛ **NOTE:** Ironing may or may not be a necessary part of your care routine. In fact, if clothes are hung up or folded when they are not being worn, they may never need to be ironed.

	Yes	No
1. Set up the ironing board in an area large enough for ironing and close to an electrical outlet.	___	___



	Yes	No
2. Be sure the iron and ironing board cover are clean.	____	____

⚠ **CAUTION:** Any residue or film on the iron may come off onto clothing.

3. Set the correct temperature for the type of fabric to be ironed.	____	____

☛ **NOTE:** First iron items requiring low heat, next iron items requiring medium heat, and last iron items requiring high heat.

4. Check the temperature setting.	____	____

☛ **NOTE:** Test temperature setting on the underside of the hem. Wrinkles will not come out of a cotton garment if the temperature is not hot enough, and a synthetic fabric may melt if the iron is too hot.

⚠ **CAUTION:** Test for the correct temperature setting on a seam allowance or inside the hem to avoid visible scorching.

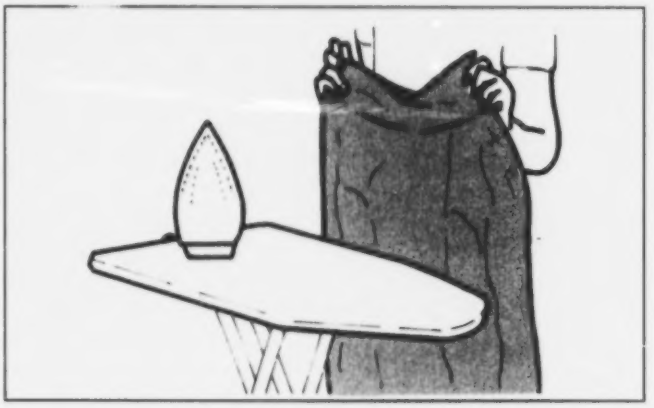
5. Use steam when possible.	____	____

☛ **NOTE:** Pressing (up-and-down motion) prolongs the life of fabrics as opposed to ironing (back-and-forth motion). Wrinkles disappear quicker and with less effort with steam than with a dry iron.

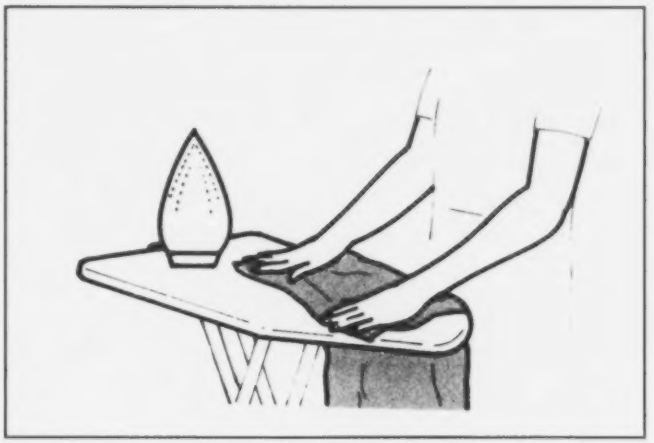
6. Begin with small and/or doubled areas (collar, cuffs, waistbands) before extremity parts (sleeves, inside of legs on slacks); press or iron body areas last.	____	____

	Yes	No
7. Hold the shirt or blouse by the collar, and straighten out by snapping.	____	____

☛ **NOTE:** This helps to remove wrinkles and unfold the garment for ironing.

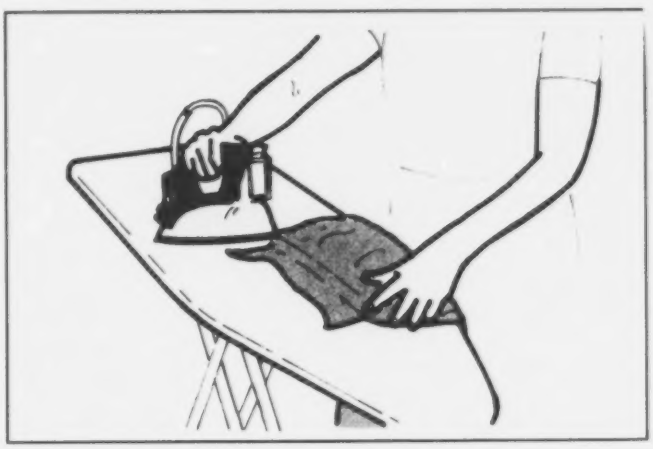


8. Lay the collar on the ironing board with the outside up.	____	____



	Yes	No
9. Iron from the collar points to the center until smooth.	____	____

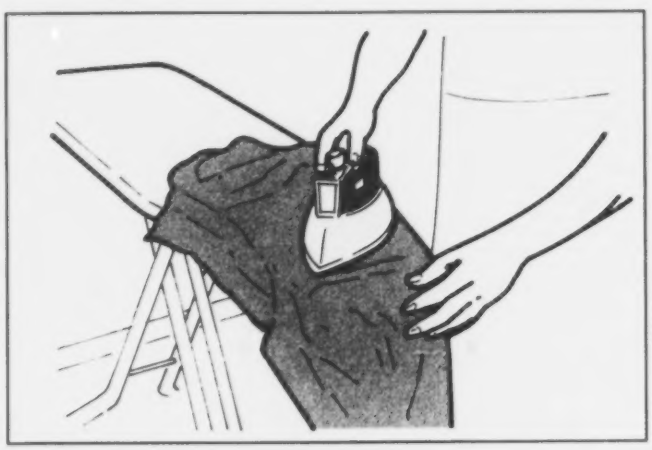
10. Turn the shirt or blouse over and iron the other side of the collar from the points to the center.	____	____



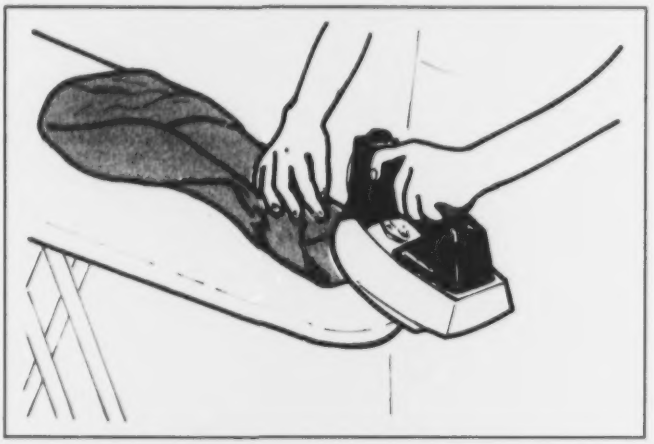
	Yes	No
11. Slip the yoke of the shirt or blouse over the tapered end of the board and smooth out flat with hand.	____	____

☑ **NOTE:** The yoke should be lengthwise with the board.

12. Iron the yoke from the seams or edges toward the center.	____	____

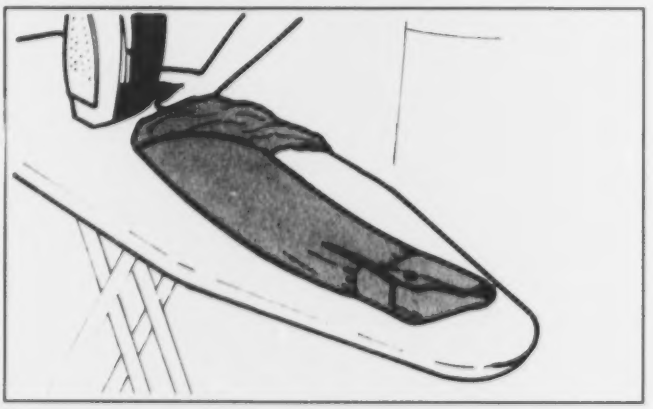


	Yes	No
13. Fold out a cuff and iron both sides smooth; repeat with the other cuff.	____	____



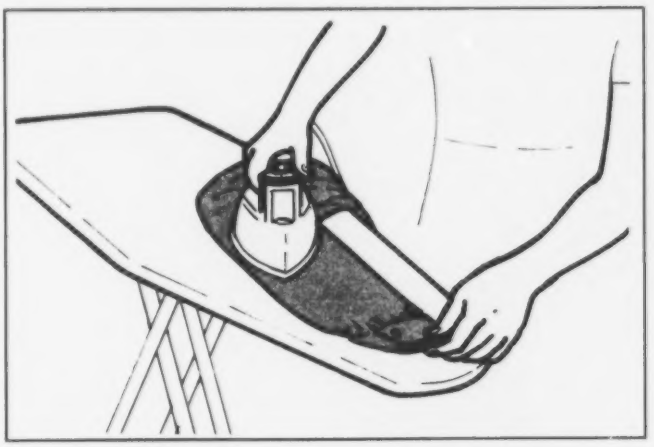
14. Pull the shirt or blouse from the board, and place a sleeve flat on top of the board lengthwise; align the sleeve seam and the crease.	____	____

☑ **NOTE:** The button, buttonhole, and cuff opening should face up.

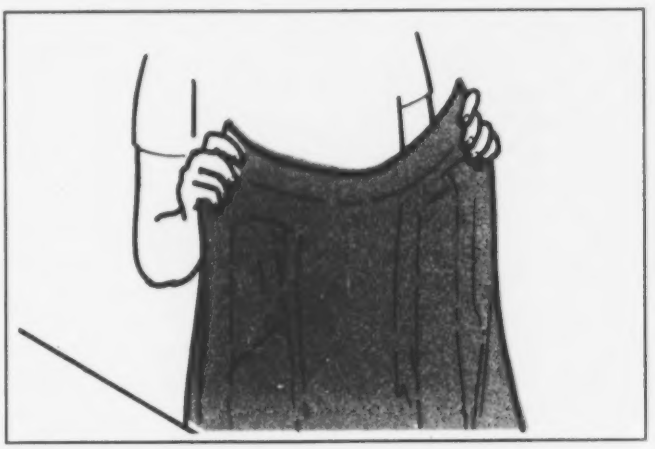


	Yes	No
15. Iron the sleeve, moving the iron from the seam to the crease until smooth.	____	____

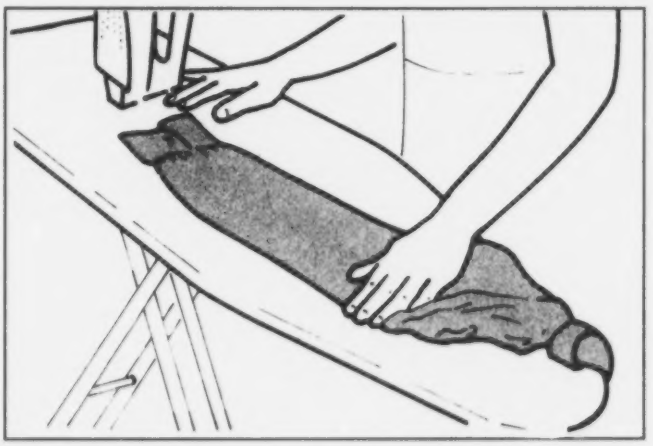
☞ **NOTE:** If shirt has long sleeves, run the point of the iron down into the gathers at the cuff.



16. Pick up the garment by the collar.	____	____

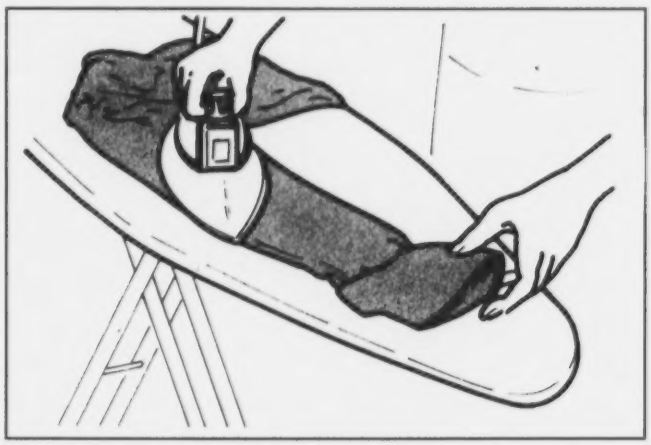


	Yes	No
17. Lay the other sleeve lengthwise on the board with the button, buttonhole, and cuff opening up; align the seam and the crease.	____	____



18. Iron the sleeve, moving the iron from the seam to the crease until smooth.	____	____

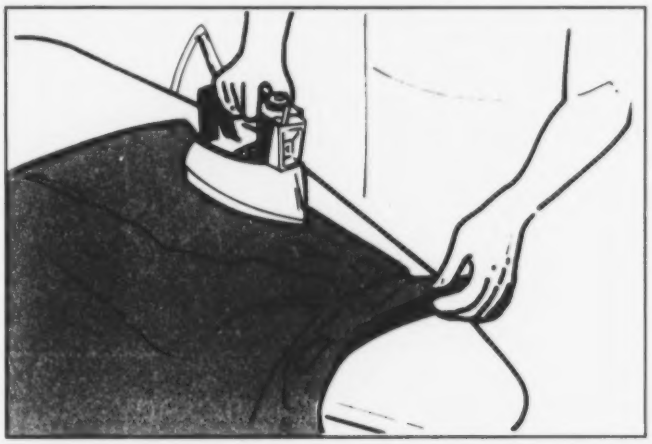
	Yes	No
19. Turn the garment over and iron the other side of the sleeve.	____	____



20. Pick up the shirt or blouse holding the top and bottom edges of the front opening; place the facing strip right side down on the board.	____	____

☑ **NOTE:** The body of the garment should hang over the side of the board.

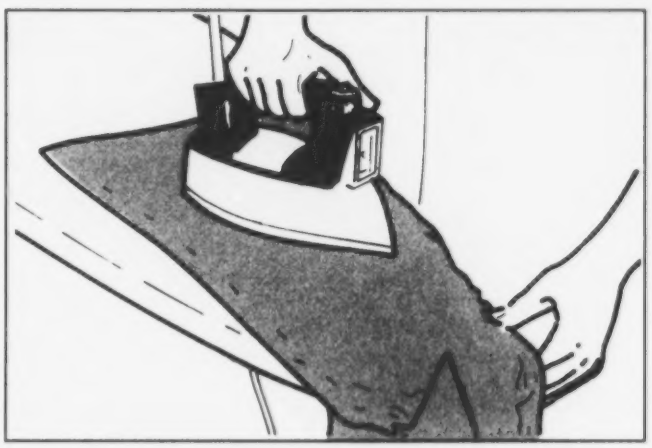
	Yes	No
21. Iron the facing strip until smooth.	____	____



22. Slip the upper front section over the tapered end of the board, and iron until smooth.	____	____

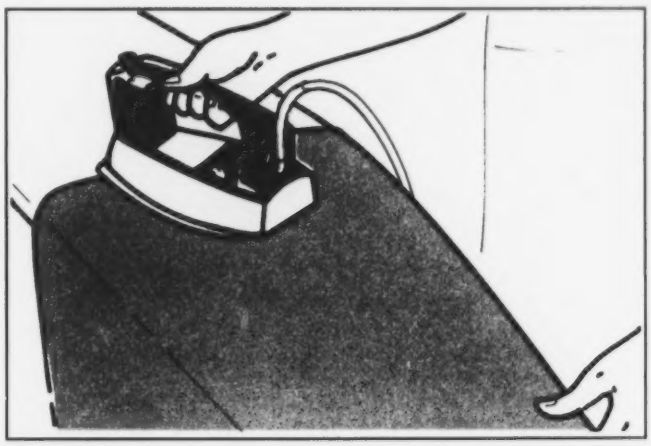
	Yes	No
23. Holding by the front edge opening, turn the item until the body is lengthwise and the right front section is on the board.	____	____

24. Iron the right front body section until smooth.	____	____

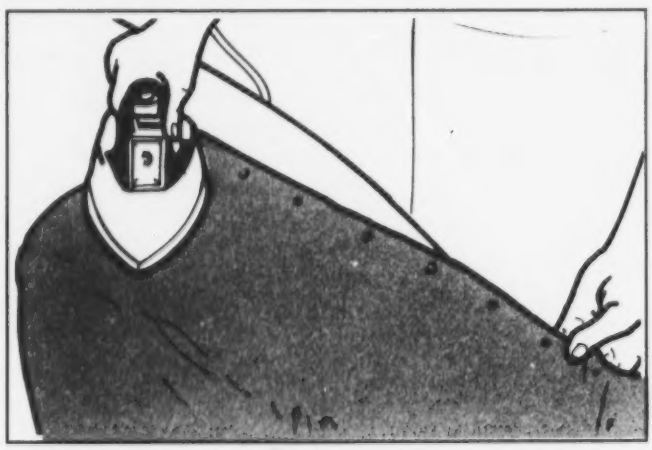


	Yes	No
25. Rotate the garment toward the back of the ironing board, exposing the next unironed section; iron until smooth.	____	____

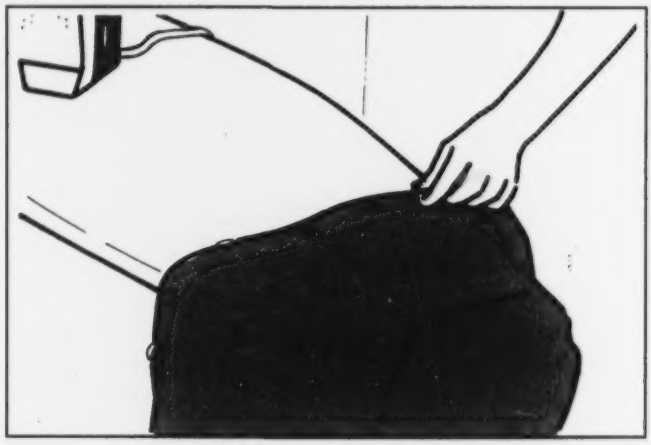
☑ **NOTE:** Iron in overlapping strokes to avoid missed areas.



26. Continue rotating and ironing until the left front section is smooth.	____	____

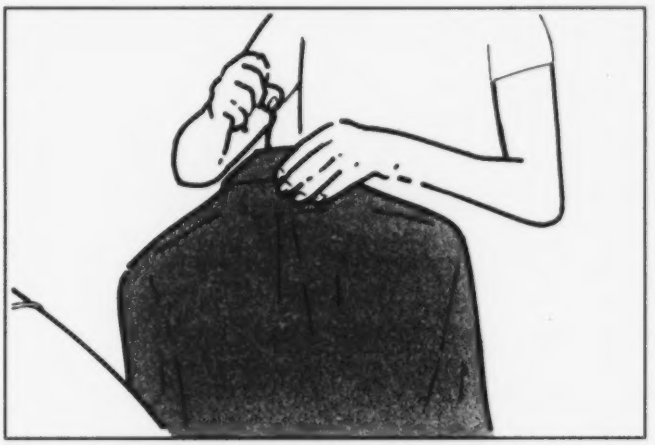


	Yes	No
27. Slip the upper front section over the tapered end of the board, and iron until smooth.	___	___

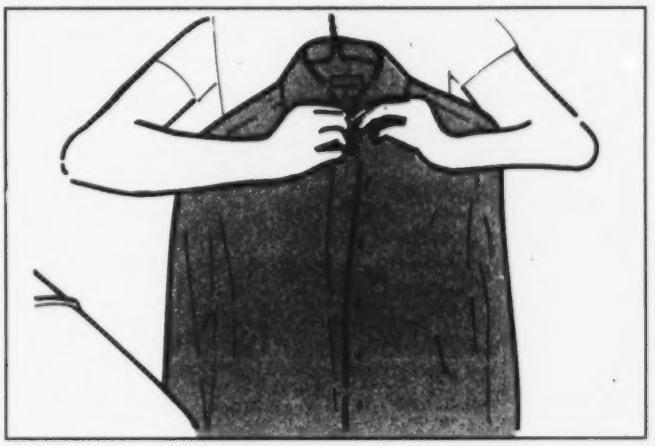


28. Pick up the shirt or blouse, holding the top and bottom edges of the front opening; place the unironed facing strip right side down on the board; iron until smooth.	___	___

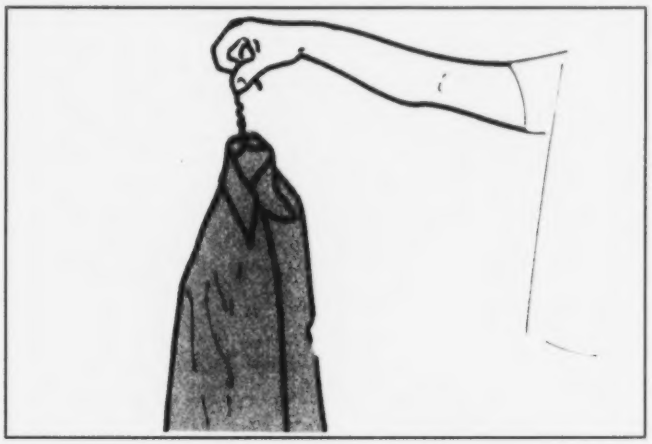
	Yes	No
29. Pick up the garment by the collar and place it on a shirt hanger.	____	____



30. Fasten the top button.	____	____



	Yes	No
31. Hold up by the hanger and rotate to check for wrinkles.	____	____



32. Have your instructor check your work.	____	____
33. Hang the shirt or blouse in a closet.	____	____
34. Put away your equipment and supplies.	____	____

SKILL TEST RECORD

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Key below.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Placed garment properly on ironing board.	4	3	2	1
Used proper temperature setting..	4	3	2	1
Used steam when necessary.	4	3	2	1
Removed wrinkles from garment.	4	3	2	1
Neatly hung pressed garment on hanger.	4	3	2	1

AVERAGE RATING

Evaluator note: To obtain an average rating for the Competency Profile, total the points in Product Evaluation and divide by the total number of criteria. Circle the rating on the Key.

KEY

4 **Skilled** – Can perform job with no additional training.
3 **Moderately Skilled** – Has performed job during training program; limited additional training may be required.
2 **Limited Skill** – Has performed job during training program; additional training is required to develop skill.
1 **Unskilled** – Is familiar with process, but is unable to perform job.

EVALUATOR'S COMMENTS

JOB SHEET 2

MAINTAINING CLOTHING 3

Name _____

OBJECTIVE 20

Iron slacks.

EQUIPMENT AND SUPPLIES

- Pair of slacks or trousers

☑ **NOTE:** The item to be ironed may be pre-dampened.

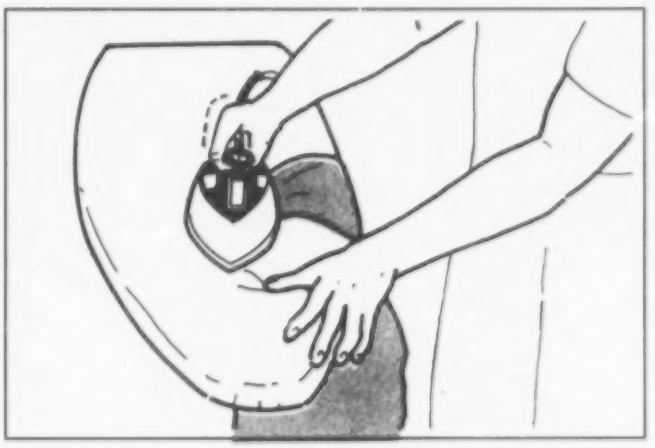
- Ironing board
- Iron
- Sizing (optional)
- Spray starch (optional)
- Hanger

PROCEDURE

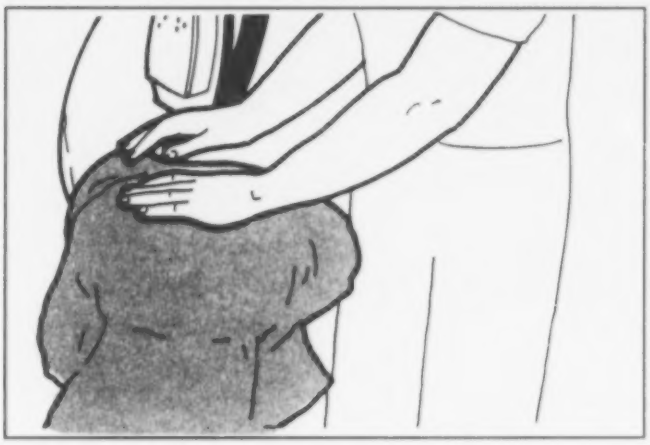
Functional Reading
- Interpret forms and records

Cognitive Activities
- Create a finished product
- Apply new technology

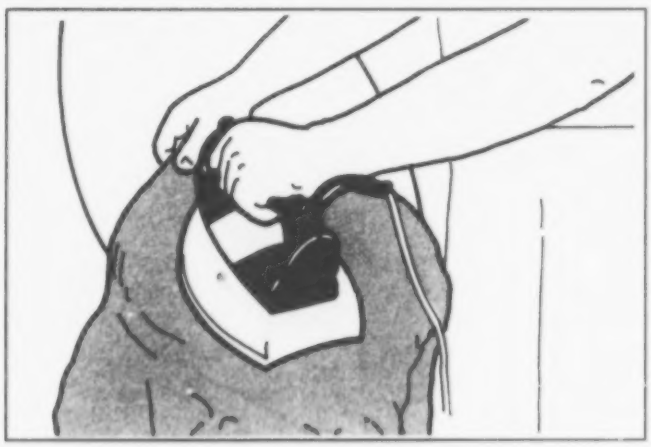
	Yes	No
1. Iron both sides of the pockets.	____	____



	Yes	No
2. Slip the left leg of the slacks over the tapered end of the ironing board with the waist opening toward the broad end of the board.	____	____

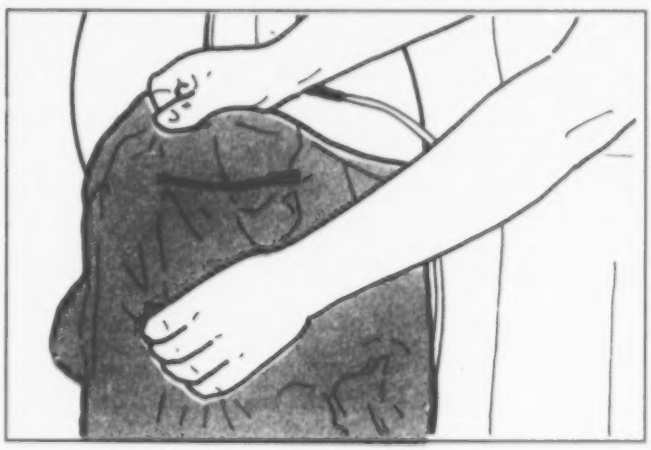


3. Iron from the leg toward the slacks top until smooth.	____	____



	Yes	No
4. Rotate the slacks around the end of the board, ironing a section at a time.	____	____

5. When you come to the center back, slip the left leg off the end of the board, and slip the right leg on the board.	____	____



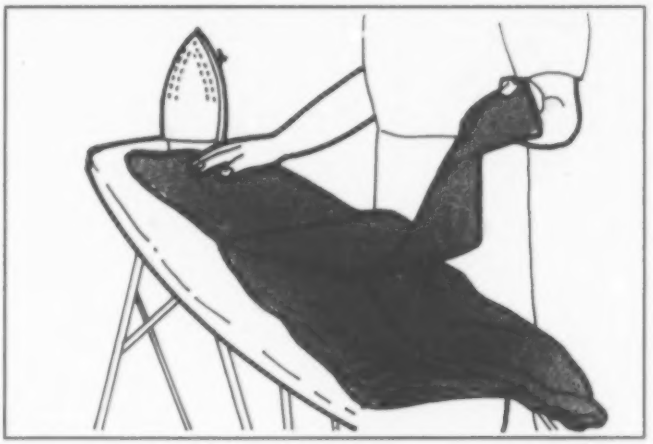
	Yes	No
6. Continue to iron, rotating the slacks top around the board.	____	____

7. Take hold of the cuffs, align the seams, and pull the slacks from the board.	____	____

	Yes	No
8. Holding the cuffs and pockets, lay the slacks flat on the board; iron.	____	____

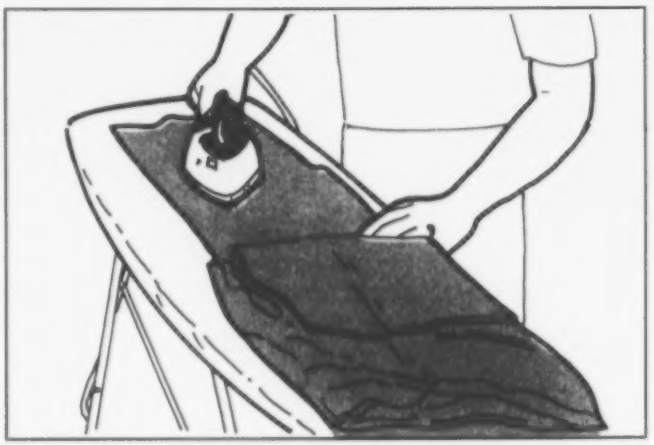
9. Pick up the top leg and fold it up out of the way.	____	____

☑ **NOTE:** The folded leg will lie on the slacks top.

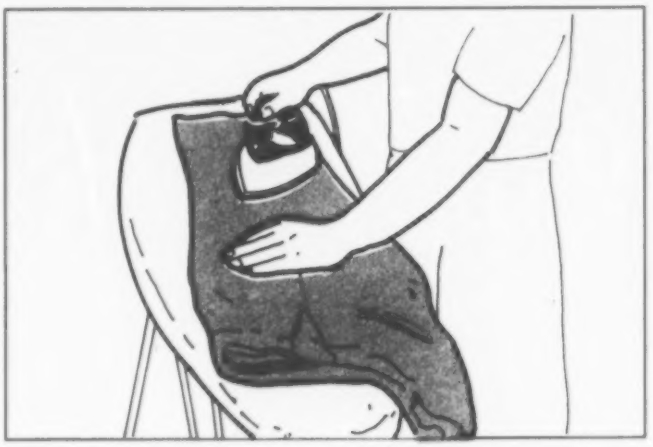


Yes No

10. Smooth out the bottom leg with your hands; iron from the seam out until smooth. ____ ____



11. Unfold the top leg, place it on top of the ironed bottom leg; iron. ____ ____

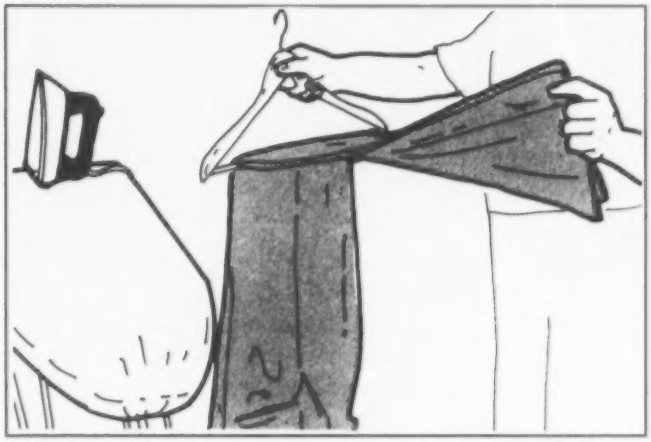


	Yes	No
12. Turn the slacks over, pick up the top leg, and fold it up out of the way.	____	____

☞ **NOTE:** The folded leg will lie on the slacks top.

13. Smooth out the bottom leg with your hands; iron from the seam out until smooth.	____	____

	Yes	No
14. Unfold the top leg, place it on top of the ironed bottom leg; iron.	____	____
15. Pick up the slacks by the cuffs and place on a slacks hanger.	____	____



16. Have your instructor check your work.	____	____
17. Hang slacks in a closet.	____	____
18. Put away your equipment and supplies.	____	____

SKILL TEST RECORD

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Key below.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Ironed pockets on both sides	4	3	2	1
Properly positioned slacks on board	4	3	2	1
Ironed slacks one section at a time	4	3	2	1
Picked up pressed slacks by the cuffs	4	3	2	1
Neatly hung pressed slacks on hanger	4	3	2	1

AVERAGE RATING

Evaluator note: To obtain an average rating for the Competency Profile, total the points in Product Evaluation and divide by the total number of criteria. Circle the rating on the Key.

KEY

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3 **Moderately Skilled** – Has performed job during training program; limited additional training may be required.
2 **Limited Skill** – Has performed job during training program; additional training is required to develop skill.
1 **Unskilled** – Is familiar with process, but is unable to perform job.

EVALUATOR'S COMMENTS

JOB SHEET 3

MAINTAINING CLOTHING 3

Name _____

OBJECTIVE 21

Sew on a button.

EQUIPMENT AND SUPPLIES

- Garment or a piece of fabric
- Button
- Pins
- Needle
- Thread
- Scissors

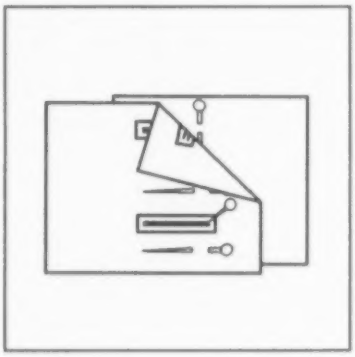
PROCEDURE

Functional Reading
- Interpret forms and records

Cognitive Activities
- Create a finished product
- Apply new technology

For sewing a flat button	Yes	No
1. Pin the garment closed as if it were buttoned to find the right position for the button.	____	____
2. Place a pin at the outer end of the buttonhole into the fabric underneath.	____	____

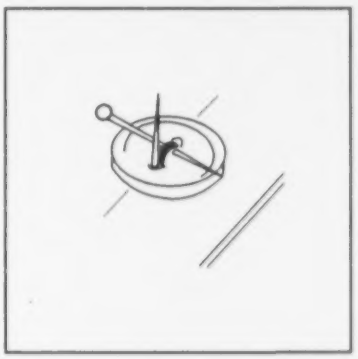
☑ **NOTE:** The center of the button is placed at this point.



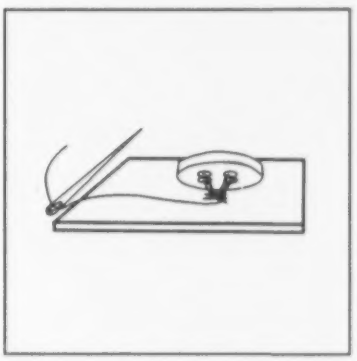
3. Use heavy thread or buttonhole twist when sewing on the button.	____	____

	Yes	No
4. Make a stitch on the right side of the fabric where the button is to be placed.	____	____
5. Bring the needle through the button and back into the fabric.	____	____

☛ **NOTE:** Place a pin or toothpick across the top of the button to allow for extra "play."

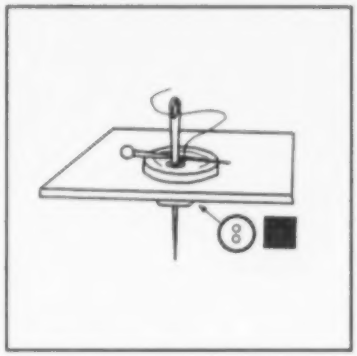


6. Continue sewing back and forth over the pin.	____	____
7. Remove the pin and wind the thread firmly around the threads under the button, forming a shank.	____	____



	Yes	No
8. Draw the needle to the wrong side of the fabric and fasten with several stitches.	____	____

☞ **NOTE:** If a button is to be under strain, it should be reinforced by sewing a small square of fabric or a small button on the inside of the garment under the outside button.



9. Have your instructor check your work.	____	____

PROCEDURE

For sewing shank button

1. Bring the needle through the fabric and shank and then back through the fabric.	____	____
2. Make small stitches.	____	____

☞ **NOTE:** If a shank button requires extra "play," sew in the same manner as step 5 above except that the pin is placed directly on the fabric underneath the button shank.

	Yes	No
3. Have your instructor check your work.	____	____
4. Put away your equipment and supplies.	____	____

SKILL TEST RECORD

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Key below.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Used sturdy thread to sew button	4	3	2	1
Used pin to locate center of button	4	3	2	1
Removed pin	4	3	2	1
Formed shank	4	3	2	1
Secured button	4	3	2	1

AVERAGE RATING

Evaluator note: To obtain an average rating for the Competency Profile, total the points in Product Evaluation and divide by the total number of criteria. Circle the rating on the Key.

KEY

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1 **Unskilled** – Is familiar with process, but is unable to perform job.

EVALUATOR'S COMMENTS

_____

_____

_____

JOB SHEET 4

MAINTAINING CLOTHING

3

Name _____

OBJECTIVE 22

Apply a hemmed patch.

☑ **NOTE:** To decide which of the repair methods to use, consider size of the rip, hole, or tear; the type of fabric damaged; whether the fabric will be washed or drycleaned. Usually, a bigger hole requires a patch for strength. If a patch would be bulky, darning can be used. Tiny holes caused by burns or snags can be darned. Any repair should be done before washing or dry cleaning. This saves further stress on the damaged area.

EQUIPMENT AND SUPPLIES

- Torn or ripped garment
- Fabric of same weight and color
- Needle
- Thread
- Scissors
- Iron
- Ironing board

PROCEDURE

Yes No

Functional Reading
- Interpret forms and records

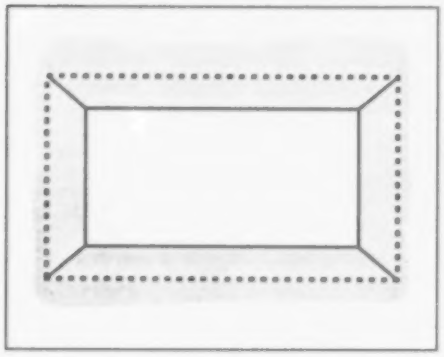
Cognitive Activities
- Create a finished product
- Apply new technology

☑ **NOTE:** The hemmed patch is a sturdy one, made by hand or machine. This repair method is often used for jeans and other casual clothes.

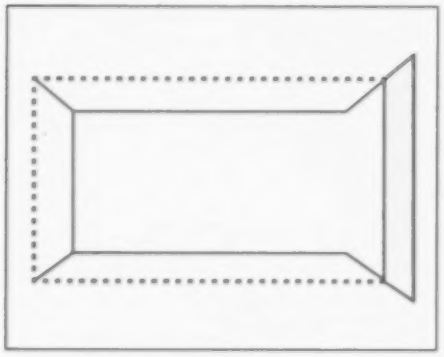
1. Trim the edges of the garment hole or rip to a square shape. ____ ____

   ☑ **NOTE:** Follow the fabric grain lines.

	Yes	No
2. Clip a 10-mm (⅜ in) diagonal cut at each corner.	____	____



3. Turn the edges under to the wrong side, tucking the diagonal cuts under.	____	____



4. Carefully press these opening edges flat.	____	____
☛ **NOTE:** Avoid stretching the fabric.		
5. Cut a patch about 2.5-cm (1 in) larger than the hole on all sides.	____	____
☛ **NOTE:** Cut a patch from the same fabric as the garment or from one of the same weight and texture. Match any plaids or patterns.		
6. Baste the patch into place with both fabrics right side up and the patch under the garment.	____	____

	Yes	No
7. Hem the folded edges of the hole to the patch with a hemming stitch.	____	____
8. Stitch very close to the corners to prevent any tearing of the diagonal cuts.	____	____
9. Turn the garment wrong side out and fold under the raw edges of the patch about 10 mm (⅜ in).	____	____
10. Trim the corners so that the turned edges lie flat.	____	____
11. Sew the edges in place using careful hemming stitches or use Stitch Witchery so that they will not show on the garment's right side, unless it does not matter.	____	____
12. Have your instructor check your work.	____	____
13. Put away your equipment and supplies.	____	____

SKILL TEST RECORD

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Key below.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Trimmed damaged area before repair	4	3	2	1
Neatly hemmed opening	4	3	2	1
Proper sized-patch	4	3	2	1
Neatly stitched patch	4	3	2	1
Edges lie flat	4	3	2	1

AVERAGE RATING

Evaluator note: To obtain an average rating for the Competency Profile, total the points in Product Evaluation and divide by the total number of criteria. Circle the rating on the Key.

KEY

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1 **Unskilled** – Is familiar with process, but is unable to perform job.

EVALUATOR'S COMMENTS

JOB SHEET 5

MAINTAINING CLOTHING

3

Name _____

OBJECTIVE 23

Replace a hem.

EQUIPMENT AND SUPPLIES

- Garment with a hem needing repair
- Scissors
- Needle
- Thread
- Pins
- Iron
- Ironing board

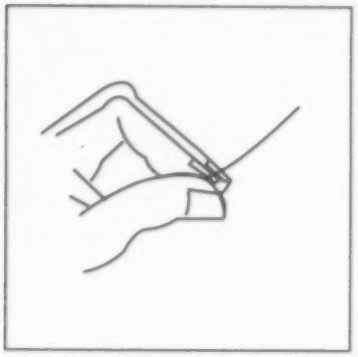
PROCEDURE

Functional Reading
- Interpret forms and records

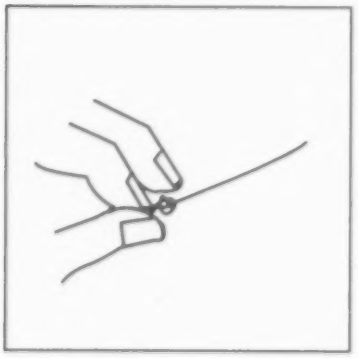
Cognitive Activities
- Select an alternative
- Create a finished product
- Apply new technology

	Yes	No
1. Make a knot in the thread for hand sewing.	____	____
☞ **NOTE:** A length of thread from your fingertip to your elbow is a good guide.		
a. Cut the thread approximately 27 cm (32 in).	____	____
b. Wind the thread around the end of your index finger.	____	____

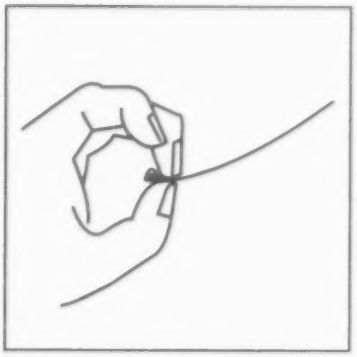
	Yes	No
c. Roll the thread tightly between your thumb and first finger.	____	____



d. Slip the loop off the end of your finger.	____	____

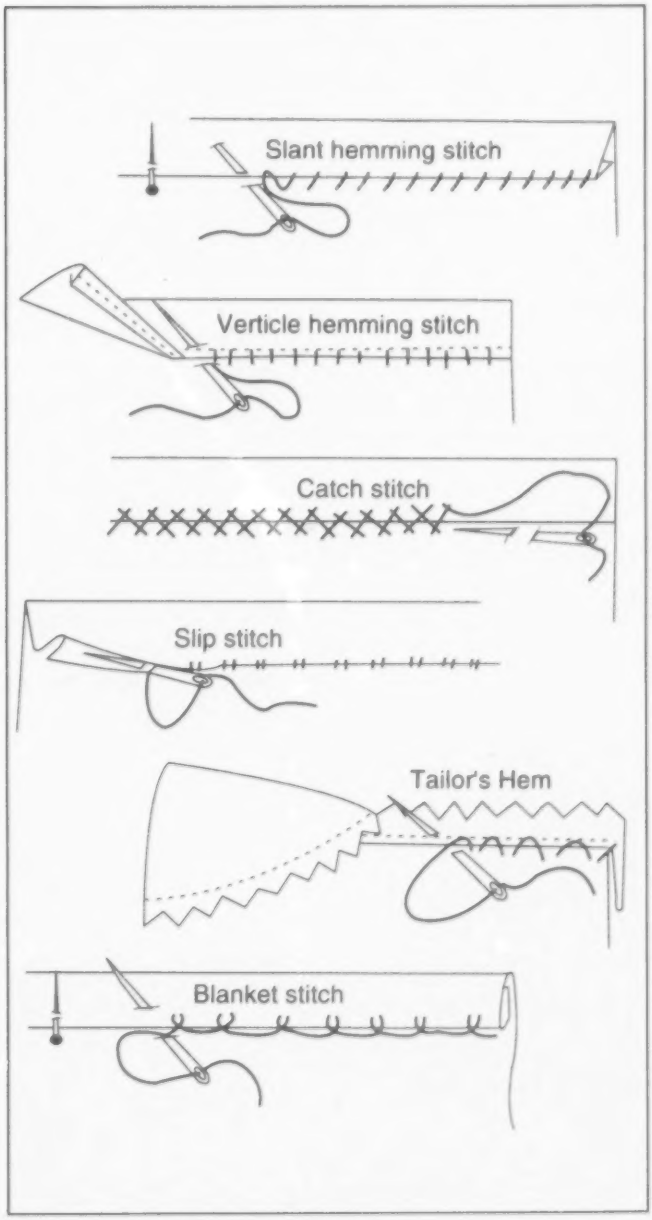


e. Make a small knot by drawing the thread tight.	____	____



	Yes	No
2. Select an appropriate hemming stitch.	____	____

EXAMPLE:



3. Complete.	____	____
4. Press.	____	____

	Yes	No
5. Have your instructor check your work.	____	____
6. Put away your equipment and supplies.	____	____

SKILL TEST RECORD

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See Key below.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Flat hem	4	3	2	1
Even stitches	4	3	2	1
Even hem	4	3	2	1
Appropriate for hemming stitch	4	3	2	1

AVERAGE RATING

Evaluator note: To obtain an average rating for the Competency Profile, total the points in Product Evaluation and divide by the total number of criteria. Circle the rating on the Key.

KEY

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1 **Unskilled** – Is familiar with process, but is unable to perform job.

EVALUATOR'S COMMENTS

WRITTEN TEST

MAINTAINING CLOTHING 3

Name _____ Score _____

OBJECTIVE 1

Match terms associated with clothing care to their correct definitions. Write the correct letters in the blanks provided.

A. colorfast fabrics
B. noncolorfast
C. pretreating
D. synthetics
E. natural fabric
F. durable-press
G. dry cleaning
H. mending
I. darn
J. patch
K. blends

____ 1. Steps taken to repair or improve clothing

____ 2. Fabrics that are made entirely from chemicals

____ 3. A chemical finish applied to a fabric to reduce or end the need to press or iron a garment

____ 4. To repair with an extra piece of fabric sewn over the hole or rip to replace or strengthen the damaged area

____ 5. Fabrics made from two or more different types of fibers

____ 6. Capable of being cleaned or washed without colors fading or "running"

____ 7. Cleaning clothing with a chemical instead of with water

____ 8. Fabrics whose colors fade or "run" during dry cleaning or washing

____ 9. Fabric made from fibers that retain the basic chemical structure of the original plant or animal from which the fabric was made

____ 10. To repair with threads or yarns worked into the fabric's weave or knit

____ 11. The step taken before a garment is laundered or dry cleaned to treat heavy soil or spots in the garment so they will be removed during the actual washing

May be photocopied for student use.

OBJECTIVE 2

State ways to increase the life of clothing. Write five ways in the spaces provided.

- _____
- _____
- _____
- _____
- _____

OBJECTIVE 3

Select from a list sources of cleaning care information for clothing. Place an "X" in the blank before each correct answer.

____ 1. Tags and labels on clothes

____ 2. Weight of the fabric

____ 3. Attendant at a dry-cleaning business

____ 4. Washing-machine instruction booklets

____ 5. Texture of the fabric

____ 6. Fabric references in textbooks

____ 7. Soap and detergent labels

____ 8. Television commercials

OBJECTIVE 4

State methods for cleaning clothes. Write two methods in the spaces provided.

- _____
- _____

OBJECTIVE 5

Evaluated on Assignment Sheet 1.

May be photocopied for student use.

OBJECTIVE 6

State factors that affect laundry sorting groups. Write three factors in the spaces provided.

- _____
- _____
- _____

OBJECTIVE 7

Evaluated on Assignment Sheet 2.

OBJECTIVE 8

Classify sorted laundry loads as to proper water temperatures. In the blanks provided, write an "H" for laundry loads requiring hot water, a "W" for laundry loads requiring warm water, and a "C" for laundry loads requiring cold water.

_____ 1. Lightly soiled durable-press or wash and wear

_____ 2. Sturdy whites/colorfast pastels

_____ 3. Nylons, polyesters, acrylics

_____ 4. Noncolorfast colors

_____ 5. Very delicate colors and fabrics

_____ 6. Washable silks and washable woolens

_____ 7. Heavily soiled durable-press, wash and wear, and work clothes

_____ 8. Very lightly soiled fabrics

OBJECTIVE 9

List guidelines for preparing clothing for laundering. Write five guidelines in the spaces provided.

- _____
- _____
- _____
- _____
- _____

May be photocopied for student use

OBJECTIVE 10

Match laundry products to their correct descriptions. Write the correct letters in the blanks provided.

A. mild detergent
B. all-purpose/all temperature detergent
C. cold water detergent
D. heavy duty detergent
E. soaps
F. bleaches
G. fabric softeners
H. starches

____ 1. Used for general laundry and normal soils

____ 2. Chemical products added to the rinse water during laundering to give a soft, smooth feeling to clothes, to lubricate the surface of the fabric so an iron will glide more easily, and to prevent static electricity or clinging of clothes

____ 3. Used for sensitive colors, synthetics, and light soils

____ 4. Chemical products used to remove stains, loosen soil quickly, destroy bacteria, and help clothes stay white

____ 5. Liquids, sprays, or powders used to give added body to garments and to increase soil resistance

____ 6. Products that are especially recommended for washing clothing made from natural fibers; cleansing action results because of a chemical reaction of a fat product, alkali, and water being combined during laundering

____ 7. Used for delicate clothes and light soils

____ 8. Used for heavily soiled clothing and hot water washing

OBJECTIVE 11

Evaluated on Assignment Sheet 3.

OBJECTIVE 12

Evaluated on Assignment Sheet 4.

May be photocopied for student use

OBJECTIVE 13

List methods of drying clothes. Write three methods in the spaces provided.

- _____
- _____
- _____

OBJECTIVE 14

List ways to prepare clothes for dry cleaning. Write six ways in the spaces provided.

- _____
- _____
- _____
- _____
- _____
- _____

OBJECTIVE 15

Select from a list guidelines for ironing clothing. Place an "X" in the blanks before each correct answer.

____ 1. Iron with extra care around buttons and zippers to avoid tearing or melting.

____ 2. Read the care labels for fabric content and iron temperature.

____ 3. Use a dry iron when possible.

____ 4. Iron in the direction of the lengthwise threads.

____ 5. Iron the first section you pick up.

____ 6. Use safety precautions.

May be photocopied for student use.

OBJECTIVE 16 | **State ways to store clothing properly.** Write four ways in the spaces provided.

- _____
- _____
- _____
- _____

OBJECTIVE 17 | **Evaluated on Assignment Sheet 5.**

OBJECTIVE 18 | **Evaluated on Assignment Sheet 6.**

OBJECTIVE 19 | **Evaluated on Job Sheet 1.**

OBJECTIVE 20 | **Evaluated on Job Sheet 2.**

OBJECTIVE 21 | **Evaluated on Job Sheet 3.**

OBJECTIVE 22 | **Evaluated on Job Sheet 4.**

OBJECTIVE 23 | **Evaluated on Job Sheet 5.**

May be photocopied for student use.

ASSIGNMENT SHEETS

OBJECTIVE 5

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

OBJECTIVE 7

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

OBJECTIVE 11

Assignment Sheet 3

Evaluated to the satisfaction of the instructor

OBJECTIVE 12

Assignment Sheet 4

1. C	6. N
2. N	7. C
3. N	8. N
4. C	9. N
5. N	10. C

OBJECTIVE 17

Assignment Sheet 5

Evaluated to the satisfaction of the instructor

OBJECTIVE 18

Assignment Sheet 6

Evaluated to the satisfaction of the instructor

WRITTEN TEST

OBJECTIVE 1

1. H
2. D
3. F
4. J
5. K
6. A
7. G
8. B
9. E
10. I
11. C

OBJECTIVE 2

Answer should include any five of the following:

- Avoid wearing an outfit two days in a row.
- Hang clothes properly.
- Brush clothes that will be worn repeatedly between cleanings
- Remove spots as soon as possible.
- Carry as few items as possible in your pockets.
- Store out-of-season clothes, except those which have been dry cleaned, in zipped garment bags.
- Follow the care label instructions.
- Hang clothes in air to freshen

OBJECTIVE 3

1, 3, 4, 6

OBJECTIVE 4

Answer should include any two if the following:

- Hand washing
- Dry cleaning at home
- Home washing machine
- Laundromat
- Commercial laundry
- Professional dry-cleaning business

OBJECTIVE 5

Evaluated on Assignment Sheet 1.

OBJECTIVE 6

- Color
- Soil type
- Fabric and fabric finish

OBJECTIVE 7

Evaluated on Assignment Sheet 2.

OBJECTIVE 8

1. W
2. H
3. W
4. W
5. C
6. C
7. H
8. C

OBJECTIVE 9

Answer should include any five of the following:

- Mend any rips.
- Pretreat any stains.
- Remove trims, belts, buttons, and fancy zipper pulls that are not washable.
- Sew on loose buttons or hooks.
- Close zippers and hooks.
- Tie loose ties and fasten attached belts to prevent tangling.
- Empty pockets and turn them and any pants cuffs inside out; brush away lint and loose dirt.
- Turn items wrong side out as needed.

OBJECTIVE 10

1. B
2. G
3. C
4. F
5. H
6. E
7. A
8. D

OBJECTIVE 11

Evaluated on Assignment Sheet 3.

OBJECTIVE 12

Evaluated on Assignment Sheet 4.

OBJECTIVE 13

Answer should include the following:

- Line drying
- Machine drying
- Flat drying

OBJECTIVE 14

Answer should include all of the following:

- Empty pockets.
- Close zippers.
- Remove fragile items.
- Brush lint from the garment.
- Make any necessary repairs or ask that repairs be made by the dry cleaner.
- Show stains or spots to the cleaning attendant.

OBJECTIVE 15

1, 2, 4, 6

OBJECTIVE 16

Answer should include any four of the following:

- Place clothes that need to be washed in a container that allows for air circulation.
- Make any needed repairs as soon as possible.
- Zip and button clothes to prevent wrinkles while they are on the hanger.
- Fold, rather than hang, knits that stretch.
- Store nylon hosiery in plastic bags to prevent snagging.
- Store woolen items in areas that have been mothproofed.
- Use dividers or plastic organizers to store small items.

OBJECTIVE 17

Evaluated on Assignment Sheet 5.

OBJECTIVE 18

Evaluated on Assignment Sheet 6.

OBJECTIVE 19

Evaluated on Job Sheet 1.

OBJECTIVE 20

Evaluated on Job Sheet 2.

OBJECTIVE 21

Evaluated on Job Sheet 3.

OBJECTIVE 22

Evaluated on Job Sheet 4.

OBJECTIVE 23

Evaluated on Job Sheet 5.